



THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 107, NUMBER 3

SEPTEMBER, 1943

You **CAN DO THIS MUCH TODAY:**



**Set up a program, plan
and have in readiness
your future outdoor-
seating project . . . for
prompt action when
the war is won!**



**PITTSBURGH
• DES MOINES**

Steel Deck GRANDSTANDS

In the post-war rush of construction, decided advantages will be gained by the school district with plans and financing "all set" to go! You can save potential months of delay in the future, by far-sighted planning *now*—for the increased seating capacity, better comfort and complete safety supplied by Pittsburgh-Des Moines' grandstands. For detailed design features, seating capacities and other useful data, request our descriptive Grandstand brochure.

PITTSBURGH • DES MOINES STEEL CO.

PITTSBURGH, PA. 3429 NEVILLE ISLAND—DES MOINES, IOWA, 928 TUTTLE STREET
NEW YORK, ROOM 996, 270 BROADWAY • CHICAGO, 1219 FIRST NATIONAL BANK BUILDING
DALLAS, 1228 PRAETORIAN BUILDING • SAN FRANCISCO, 618 RIALTO BUILDING
SEATTLE, 1119 EIGHTH AVENUE, SOUTH

CEN
EAS
VOL
Cover
De
Carto
A Wa
Pupil
The
Irv
Sac C
Budg
Cal
The
Wash
Con
Let T
At th
Teach
A Mo
Air-C
San
Plan
Wi
Demo
You'r
Facul
St. L
Prein
EDIT
Be
Me
No
Do
Th
Cop
Mark
Milwa
SUB
Foreign
old, 50
DIB
Milwa
include
honored
ED
Intender
Contribu
unavaila
necessar
The
Mem

THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the first day of the month by

THE BRUCE PUBLISHING COMPANY

540 No. Milwaukee Street, Milwaukee 1, Wis.

CENTRAL OFFICE: 66 E. SOUTH WATER STREET, CHICAGO 1, ILL.

EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK 18, N. Y.

VOL. 107, NO. 3

SEPTEMBER, 1943

Table of Contents

Cover: Photo courtesy Detroit Board of Education,
Detroit, Michigan

Cartoon: Education's Greatest Role, <i>Morley</i>	49
A War Pattern for Teachers, <i>Lawrence H. Gallagher</i>	15
Pupil Control in City Schools, <i>Dr. L. E. Leipold</i>	18
The National Youth Administration: Its Valuable Lessons, <i>Irving Swerdlow</i>	19
Sac City Community Adult Education, <i>M. R. Clark</i>	21
Budgeting of Disbursements in 291 Colorado School Districts, <i>Calvin Grieder</i>	23
The Place of a School Bureau of Research, <i>Charles Everand Reeves</i> Washington State School District Reorganization Declared Constitutional, <i>Elmer L. Breckner</i>	27
Let Teachers Do Their Own Organizing, <i>Floyd W. Hoover</i>	28
At the Close of the First Day, <i>W. B. McPherson</i>	30
Teaching Geography in a World at War, <i>J. R. Whitaker</i>	31
A Modern Community High School Building	32
Air-Conditioning Maintenance, <i>Fred D. Mosher</i>	35
San Francisco Seeks Administrative Unity, <i>George G. Mullany</i> ..	39
Plan Buildings for Visual Aids — A Few Simple Provisions Now Will Save Money Later, <i>Ellsworth C. Dent</i>	41
Demobilization and Readjustment of Military Forces	42
You're a Member, Mr. Janitor, <i>Fred T. Wilhelms</i>	44
Faculty Meetings in Small High Schools, <i>C. A. Weber</i>	46
St. Louis Salary Schedule for Noninstructional School Employees Preinduction Training — 1943	47
	50
	52

EDITORIALS:

Better Federal Service	48
Meeting Enduring Needs	48
Not All Loss	48
Do Mass Meetings Settle School Problems?	48
That New School Personnel	49

School Administration in Action	54
Schools and the War	56
School Law	60
School Board News	61
Teachers' Salaries	62
New Rules and Regulations	64
New Books	66
School Business Administration	68
Publications of Interest to School Business Executives	68
Personal News	73
New Supplies and Equipment	78
After the Meeting	79

Copyright, 1943, by The Bruce Publishing Company. — All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter in the Post Office at Milwaukee under Act of Congress of March 3, 1879.

SUBSCRIPTIONS. — In the United States and Possessions, \$3.00 per year. In Canada, \$4.00. In Foreign Countries, \$4.00. Single copies, not more than three months old, 55 cents; more than three months old, 50 cents. Sample copies, 35 cents.

DISCONTINUANCE. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

EDITORIAL MATERIAL. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the "Education Index."

Member, Audit Bureau of Circulations.

The Fall Opening of Schools

In city and country the school bells are ringing again calling the children back to the classrooms. The summer months have been troublesome ones for the school boards and the school executives. Endless changes have been made in the teaching staffs; supplies and equipment have been bought under unprecedented difficulties, the repairs and improvements to the school plant have been reduced to a minimum; changes have been made in courses and curriculums to meet needs defined by the war; preparations have been made for new war services, bond sales, victory corps activities, etc. All in all, the school systems of cities and towns are prepared to perform the task assigned to them and to help train American youth for the battle of life.

Whatever the trials and troubles of the nation may be, the schools must go on. And at this particular time, they must be geared to the exigencies of the hour. That implies, primarily, that the youth of the land must learn what is at stake, and what the country is fighting for. Children must be prepared to have a more thorough knowledge of American history, of the meaning and value of democracy, and of the opportunities and difficulties that await them in adult vocational and social life. They must be educated to the fullness of the American way of life which with the coming of peace should not mean only material success but should look forward to the realization in the individual of the complete cultural and spiritual destiny of mankind.

Of the many problems which confront the schools during the new year, the in-service training of teachers must be tackled with energy and with full realization that the enormous shortage of good teachers has brought into the school immature and undertrained young people, as well as over-aged people with emotional and physical problems. The supervision and in-service training activities must be handled as the biggest challenge of the year.

Responsibility for the 15-to-18-year-old boys and girls, who by the thousands are abandoning their high school education for the "big money" of easily found war jobs, constitutes a second problem of importance for the entire future lives of these young people. Fortunate are states like Wisconsin and New York where the machinery of well-organized continuation schools can be put into immediate action to retain an educational hold on these pupils and to guide them in at least a minimum. Work programs for all high schools, close contacts with business, and strong community campaigns for holding children are needed this year.

THE EDITOR

The vacant chair is reserved



—for YOU



You may never occupy this chair at the Royal Metal conference table. But it's yours just the same!

For here, you—the Royal customer of tomorrow—occupy the place of honor. Your needs, your desires, are uppermost in the minds of Royal engineers. They, without in any way interfering with Royal's extensive war work, are planning postwar metal furniture and equipment for business and industry.

When the "tomorrow" for which we are all fighting and working comes—Royal will submit for your inspection and approval the furniture and equipment which YOU have helped to create. The Royal Metal Manufacturing Co., 175 North Michigan Avenue, Chicago, Illinois.
Metal Furniture since '97

The **Royal** **LINE OF TOMORROW**

Makers of Royalchrome Furniture • Royal Steel Folding Chairs • Royal Housewares

Volu

"W
grow
this s
with
educ
pens
"S

But
cial
ics a
enter
there
fall
hour
while
three
my

An
two
the
adde

T
expe
The
to h
ers
the
duri
war
read
have
ers
scra

patr
asse
nutr
clas
acti
and
peri
step
pou
pag
pro
fed
The
cou

THE AMERICAN School Board Journal

Volume 107, No. 3

SEPTEMBER, 1943

Subscription, \$3.00 the Year

A War Pattern for Teachers

Lawrence H. Gallagher¹

"Well, I want to tell you something," growled a teacher with utter disgust. "If this school ever wants another special class with me as the instructor, the board of education is going to pay me added compensation."

"Sure, I'm willing to help the war effort. But what has happened? I organized a special afterschool class of aeronautical physics and math for those boys who were to enter the Air Corps. In the beginning, there were ten boys. Then they began to fall off. So I consented to give up my noon hour twice a week and eat sandwiches while I taught. That was three weeks ago. There goes my class now."

And the teacher pointed to two youths straggling down the hall. "I'm through!" he added.

This was not the unique experience of one teacher. The same thing has happened to hundreds. So many teachers have been disgruntled by the lack of student response during all phases of the school war program that they are ready to give up—if they haven't already. These teachers have been functioning in scrap drives, war stamp sales, patriotic parades, victory assemblies, preflight courses, nutrition forums, first-aid classes, and a score of other activities. They have planned and replanned. They have experimented, retraced their steps, begun anew. They have poured over thousands of pages of instructional and propaganda material from federal and state agencies. They have revamped their courses of study. They have

devoted long hours to guidance. They have become part of that great national movement, the High School Victory Corps. But from all sides they have met that lack of response.

What are the reasons? Why have they been frustrated by the youth under their supervision? What can be done to counteract this attitude in the student mind? What can be done to construct a sound war pattern for teachers to follow?

Causes of Last Year's Failures

First, many teachers must recognize that

they have underestimated the maturity of the present high school student. Strangely enough, it is probably the peculiar attitudes of the teachers that have resulted in the casual response from the students. While bustling through the organization of a war activity, many a teacher has paused embarrassingly to discover the aloof student observing calmly and almost disdainfully. It has made the teacher feel incapable, almost inferior. This frustrated feeling has forced many a teacher to withdraw to protect his prestige, to regain the position of superiority that he supposedly had held.

Teachers are not the only ones who have underestimated student maturity. The government officials responsible for the High School Victory Corps failed miserably when they assumed that parades, flag waving, insignia, and uniforms would bring the students running with outstretched hands. In one school, only 25 per cent of the student body bothered to make application for the Corps. When asked why they ignored the pleas of the government and their teachers, students answered:

"Just about everyone can qualify for the general membership, anyway. What good will it do just to sign your name on a sheet of paper?"

"I'm doing war work already, and I don't care whether I'm a member of the Corps or not. As long as I'm doing my part, that's all that's important, isn't it?"

"I don't like this insignia and uniform business. This war is serious. It's not a game. What we should do is turn out work, not put on a show."

"This is just another department of our government bureaucracy making a fool of itself. We



— Photo, E. O. Hinsey

The boys and girls of today must be educated for the peace which will come.

¹Clinton, N. Y., Central School.

will do our part without being organized into a goose-stepping group like the Hitler Youth Movement."

While teachers were busy thinking up colorful ideas, modeling attractive uniforms, drawing dazzling charts and graphs for competitive war games, and preparing awards similar to carnival prizes, our high school students were not falling for the bait. They brushed this pageantry aside and gazed toward the battle front, the college, the war plant, the coming peace table, the security and happiness—or lack of it—which would be theirs in the future.

Time and Action Difficulties

Of course there were other reasons for lack of student response. Not all young minds entertained the ideals mentioned above. Some replied curtly, "Not enough time." Often this was just a poor excuse, but sometimes it was the truth. Students today live in social patterns which we as teachers did not have in our day. These patterns have formed strong habits. We must admit with regret that the family group of a generation ago has given way to more heterogeneous social groups which meet at the corner drugstore, the boat-house, the roller skating rink, the near-by night club, the big city's theater, the state's athletic fields. The protected dependency of our younger days has changed more and more toward free, self-conscious independence. Whether it has been for the good or the bad, this trend is a fact. Because a student believes that he must continue to assert this independence, he continues to attend the weekly "jam session" and passes up the new war activity offered by the teacher. "Not enough time," he says.

To combat this attitude, the teacher should suggest that the student map a military time budget. The student knows that a soldier has to modify his habits. He knows that he must rise at a certain hour, attend military classes, participate in daily physical sessions, engage in drill, perform chores around the post, and study his homework besides seeking the recreation he might desire. The soldier can do all these things only because his time is carefully budgeted. If the high school student were encouraged to budget his civilian hours in the same way, carefully evaluating the importance of activities, he, too, would "find time" to do the things he should.

Lazy complacency should not be condoned. While many students of one school are busy in as many as four or five worthy war activities, 49 per cent of the student body is totally inactive. In most cases this is because they have been shown no need for action. They know that there is a war going on, and that the fighting is fierce; but they also believe that until they don Uncle Sam's uniforms or approach war

plant machines, their function in life should be to gain as much pleasure as possible.

The lack of monetary reward is another reason for negative student response. The truth about our society is that the bulk of the people are likely to think too much in terms of wages and salaries. The inherent quality of human selfishness has been aggravated by the war. Anyone who has worked in a war plant has not failed to recognize it. The students absorb it. Uncle Sam's induction ceremony seems to be the only effective cure. Therefore, although it is morally distasteful, the lure of money probably should be used more as a partial motivating force. Already students are attending mechanical training classes because they are paid hourly wages by the government. If it weren't for those training wages, the majority of the students would not bother about the classes, and Uncle Sam would never get his mechanics. Essentially, teachers are faced with the same problem. "It costs money to run a war," and that includes all phases of it.

Another reason why school war plans have been stymied is the human frailty called envy. One school system numbering 30,000 turned thumbs down on the High School Victory Corps because "the program would cause too much envy and hatred between members bearing insignia and nonmembers unable to wear anything."

The New Year—Time for Change

As another war year begins in the school, the teachers can scrap their early, immature gestures. They can reinforce the foundations of their war program. They can combat the undesirable attitudes of their students. They can regain the confidence they once possessed. They can achieve the satisfaction of knowing that they are doing a first-class job.

The essence of their war pattern will be a combination of preparation and service. Their students must be impressed by the knowledge that what a strong democracy will always need—in war or peace—is strong leaders. It is their duty to develop those leaders, leaders who possess the qualities of initiative, responsibility, imagination, courage, sacrifice, contagious personality, power in giving orders, and humility in receiving orders. Countries which have failed to provide such strong leaders have been forced to accept leaders with malignant qualities.

If teachers emphasize this idea of leadership, they shall achieve the kind of co-operation, the kind of affirmative, enthusiastic response for which they aim. Students will have the initiative to carry on voluntary duties, the responsibility to stand accountable for the well-being of themselves and their fellow men, the imagination to institute improvements and reforms, the courage to work under pres-

sure and against insidious opposition, the sacrifice to hold service above personal happiness or aggrandizement, the ability to spread the contagion of one's enthusiastic service, the power to give commands which will be received with respect, and the humility to take orders dictated by the opinions of their fellow men.

The first task of the school is to emphasize and re-emphasize those fundamental precepts every day of the school year. They shouldn't be toys for gaudy extremists; they shouldn't be fruits to be spoiled and molded by drowsy laggards. They should be the standards to guide the conscientious teacher in his task of preparation.

Help Intelligently—But Help

With such standards showing the way, it will not be difficult for the school to help win the war. It will not mean the day-by-day groping among intangible ideals, surrounded by mazes of generalized discussions and ambiguous debates. It will not mean losing one's way through the freedom of speech and the right to criticize. Even for a democratic nation, war is largely totalitarian in nature. As has often been said, "War can be planned democratically, but it cannot be fought democratically." Therefore, we must be ready to support unquestionably the pattern of strategy chosen by our war staff. The State War Council, the County War Council, the City War Council, the school board, the superintendent, the principal, and the teacher all should cooperate and co-ordinate in the same way. Even while we are faithfully obeying our war leadership, we can evaluate our nation's policies without filibustering or injuring the efficiency of our nation's efforts. There is no need for blindness. We can afford publishing school newspapers which will explain national and local policies; we can attend informative assemblies and motion pictures; we can read contemporary literature and listen to significant radio broadcasts. We can do these things without disrupting the war plan laid down by our generals.

A popular author recently suggested that criticism of the war effort cannot be constructive unless it is intelligent and honest; it may not be based upon the half truths of rumor or gossip which are likely to be destructive in purpose. We must question its outcomes and its influence upon our loyalty to democracy and to our country. And that seems to be our guiding principle. Even while we obey the orders of our war staff, we have the right to criticize, but is that criticism constructive? It should be, or we should remain silent.

Teachers must maintain high standards, if not raise standards, in order to develop the leadership we seek. There should be no "pushing through" under the cloak of war. Students, lacking the sense of re-

sponsib
weaken
vantag
an imm
be stre
studen
should
gradua
cause
they'll
boys
they w
happen

Co
Tea

toward
experi
proble
delinq
ing p
have
mente
is a
quit t
gan d
in sch
room
amaz
asked
the s

"T
a fre
I hav
want
"N
"Not
Th
voice
teach
swift
a sh
threw

T
and
time
the
reali
and
gues
fello

In
avoi
wron
exar
the
awa
for
We
not
par
ing
V
the
new
cat
of
all

sponsibility that they should have, merely weaken themselves further by taking advantage of the war. "War diplomas" have an immediate purpose, but they should not be stretched to the point of concealing a student's incompetency, of relieving the student and teacher of obligations which should be met. Many boys were passed and graduated from high school last June because "they're going into the army and they'll never have another chance." Many boys stopped working in school because they were sure that that very thing would happen.

Cannot Condone "War Behavior"

Teachers should adopt the same attitude toward "war behavior." Almost all schools experienced an increase in disciplinary problems during the past year. Juvenile delinquency has mounted to record-breaking proportions. But too many teachers have shrugged their shoulders and commented, "C'est la guerre." That expression is a weak excuse. In one school, a boy quit to work in a war plant. He soon began drinking heavily. One day he appeared in school, stuck his head through a classroom door and yelled, "Suckers!" to the amazed students. The supervising teacher asked the slightly intoxicated boy to leave the school building.

"The hell I will!" he shouted. "This is a free country, and this is a free school. I have a right to come in here any time I want to."

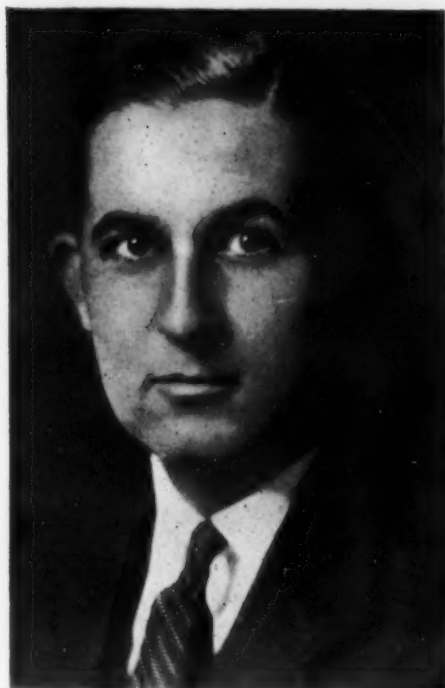
"No, you haven't," corrected the teacher. "Not when you behave as you are."

The student refused to leave, raised his voice, swore, and finally attacked the teacher bodily. The teacher leveled a few swift blows at the boy, knocked him down a short flight of stairs, and then literally threw him out the back door.

Two weeks later the boy met the teacher and apologized for his actions. "At the time," he said, "I thought that you were the lowest person on earth, but now I realize that you did the right thing to me, and I want to thank you for doing it. I guess a good beating is the only way some fellows learn."

In maintaining our standards, we should avoid radical innovations which might wrongly remain as permanent fixtures. For example, as the nation begins to discuss the coming "Air Age," we should not throw away our common sense and go "all out" for something we really know little about. We should *develop* with this new Air Age, not *anticipate* it. We shouldn't become a paradise for publishers who are capitalizing on a new, as yet undeveloped idea.

We should also avoid any extremism in the carry-over from this great war. Our new, temporary emphasis on physical education, part-time work, and revised courses of study should not make us believe that all students should be developed into



WILLIAM R. ODELL
Superintendent of Schools,
Oakland, California

Mr. Odell, who has been elected superintendent of schools at Oakland, was born in Indiana, in 1906, and became a resident of California in early childhood. He received his professional education in California schools, receiving his B.S. degree from the Southern California University in 1927. In 1929 he was given the A.M. degree by Columbia University, and in 1931 received the Ph.D. degree from the same institution.

Following his graduation, he taught in the high school at Miami, Ariz., from 1927 to 1929. Later he became a research assistant for the National Advisory Committee on Education in Washington. In 1931-36 he acted as assistant professor of education at Teachers College, Columbia University. In 1936 he accepted a position as assistant superintendent in charge of high schools and adult education in the Oakland public schools. In 1939-40 he was a member of the general board of cooperating school experts of California. He has also acted as an instructor in the summer schools of California, and as an associate director of demonstration in secondary schools. He is the author of a number of textbooks in general use in the public schools.

superphysical specimens, that a student should be engaged in work 16 hours a day, or that our curriculums will need sweeping changes each and every year. The world is not reshaping itself; it is passing through a crisis. Modifications of the school program should be shaped by basic principles as well as by the times and their needs.

Get Ready for Peace

As we further construct our war pattern, we must admit that our students hate our enemies. We shall be creating a world of hypocrisy if we profess not to hate our enemies. How can we help hate them? And furthermore, why shouldn't we hate them? The lack of hate is the reason many are not contributing their full effort. Bereaved parents and wives are inspired by hatred and retribution. Stalingrad, Sevastopol, Bataan, Pearl Harbor have all inspired hatred. Our own government's propaganda forces utilize hatred in thousands of posters, radio dramas, and motion pictures.

We shall not be honest when we say to our students, "We really don't hate the Germans. We want to be at peace with them. We like them, just as we like all mankind. We must reconstruct a new world in which hatred and jealousy and fear and force will play no part." We must yearn and work for that kind of world, all right, but right now we hate the German government and all its works.

In our pattern of preparation and service, what about the peace? We must try to accomplish that peace which we desire for all mankind. But we must recognize the tremendous job ahead. We must recognize that the world is composed of a dynamic social order which is ever changing and which must ever be satisfied to assure everlasting peace. Certainly we should plan for the peace, but we should not mislead our students into believing that it can be accomplished overnight. Before this permanent peace is accomplished, all the world must be educated to the highest goals in life and to similar methods of achieving those goals. This has been the task of centuries, and it will be the task of centuries to come. Although our generation may never live to see its completion, we must contribute what we can to the great movement.

How we can do this begins right in the school. Our students must learn the value of knowing intimately the peoples of the entire world. Our students will learn the importance of the social sciences, in which they will study the history, economy, and society of the nations of the world. They will learn the importance of the ability to exchange ideas correctly. They will see the significant use of language in the composition of literature and speeches. It will be a difficult thing to make friends with someone you have just hated and licked. Through sound, constructive education it must be done. Even today, few people know the postwar aims of Russia, our ally. This fact illuminates how much more of a problem it will be to deal with our enemies.

Yes, it will be the task of centuries. The world will still move on its course of change and progress. Now we are living through one of its crises. It is our task to pattern our work to meet this crisis. Next, we must motivate the intelligent development toward peace for all mankind. We can do it. We must do it. And our students who will live to take our places will do it, too.

EDUCATION'S ESSENCE

"Working for peace and the general welfare is the essence of all true education and all true religion. It is the Sermon on the Mount in action. All the schools in the world will have to be reborn after this great conflict. . . . It will be even more important for the schools to teach character than to teach facts. — Henry A. Wallace.

Pupil Control in City Schools

Dr. L. E. Leipold¹

Today, the problem of pupil control is receiving more than its usual share of consideration by school officials. This is due in part, to the need for greater attention to the problem because of continued evidences that it is becoming more and more perplexing; it is also due to the greater attention being given to it by interested lay people. It is tied up inextricably with juvenile delinquency, a social problem that will come into the forefront with ever greater persistence as the war period progresses; nor is there any indication that it will not be an even greater problem of concern during the postwar period of adjustment. In this article, the writer will discuss pupil control from four points of view, namely: (1) the making of building rules; (2) the enforcement of attendance laws; (3) the suspension of pupils; and (4) the expulsion of pupils. The data contained herein were secured from school officials of representative American cities of 50,000 population and over. While the article hardly more than touches upon the multiple problems attending pupil control, it nevertheless gives a useful view of certain representative practices in American cities.

Enforcement of Attendance Laws

The enforcement of attendance laws is properly a function of central office officials. In a majority of school systems it is found to be so assigned; almost one half of the superintendents assign it to their own office and another considerable group consider it to be a function of their assistants.

Only one school head has assigned it to the board of education. The principals and the superintendents are not in agreement on the part that the former officials play in the performance of this function, for the superintendents assign it to the individual school heads in only 14 per cent of the systems reporting, while more than one fourth of the principals consider it to be a duty that belongs to them. The variance of opinions is perhaps one of quality and degree, for most principals take an active part in the performance of the function. Only one principal in seven claims that he has no authority in the matter. Most of them state that they cooperate with others in its performance. Few of them claim full or sole authority. A majority of principals have the right to initiate action on their own accord. In some cases the principals have full or final authority, although the number is small.

¹Principal, Nokomis Junior High School, Minneapolis, Minn.

Suspension of Pupils

The suspension of pupils is delegated to the principals as a function in a large majority of schools. The superintendent's office is the only other office that is of importance in this matter. In the cities participating in the study, it is not delegated in any case to the general supervisor, the special supervisor, or the director of education. There is a distinct tendency for the principals of the smaller cities to assign this function to the office of the superintendent at the expense of the principals, although in the larger cities ninety per cent of the principals reserve this function for themselves. A majority of principals and superintendents state that the principals have the power to take the initiative on their own accord in matters pertaining to the suspension of pupils in their schools. All principals participate in some way in this matter, many of them having final authority.

There is a distinct difference between the right of principals to suspend pupils and the right to expel them. While four fifths of the principals state that they have the right to suspend pupils, less than one half have the right to expel pupils. There is a considerable difference between the

of education; at least 37 per cent of the superintendents consider it to be a board of education function. The principals are not as aware as the superintendents that there is a board of education. The principal deals with the superintendent or his representatives; the superintendent in turn must deal with the board of education. It is interesting to note that more officials assign the power of expulsion to the main office, at the expense of the principal, than officials who assign the right of suspension to the central office. Therefore, in a majority of schools, the principal may suspend; likewise, in a majority of schools, he cannot expel. This reasonable division of power is almost inevitable because of the nature of the functions involved.

The Making of Building Rules

An examination of the opinions of school officials indicates clearly that principals have the power to rule within their own buildings. More than three fourths of the principals and superintendents consider it to be the right of the local school head to make necessary building rules not at variance with central office regulations. There is no significant difference among the population groups, except that there is a tendency to allow greater freedom in the larger schools in this respect than in the smaller schools. The right of the principal to initiate the making of such rules is unquestioned, since it is his right to participate in the actual enforcement of the regulations. If the principal is to be held respon-



The Pupil Control in Schools must seek to avoid appeal to the children's court.

opinions of the principals and those of the superintendents as to whom this power should be delegated to in the main office. One half of the principals assign it to the superintendent's office but only 6 per cent consider it to be a function of the board

sible for his building, he should have full control of it, subject to necessary central office regulations. This condition now exists, to a very desirable degree, in the large school systems of our great municipalities.

After
that cr
cates a
opponer
tion wa
end of
employ
in one
of wor
equipm
partme
school
ended
Admini
govern
among
an ager

It w
NYA c
tunity
educati
opportu
The a
Youth
ured in
employ
service
project
contrib
its effe
method
who ha
in socie
loosely

That
is extre
this co
impact
in fina
psycho
have b
such r
forced
on ma
change
backs
educat
velop
much

Simi
public
also b
make
these f
of the
no lar
have
planni

¹Alexan

The National Youth Administration: Its Valuable Lessons

Irving Swerdlow, Ph.D.¹

After eight years of operating programs that created for itself numerous firm advocates and equally numerous determined opponents, the National Youth Administration was legislated out of existence. By the end of this year, the organization that had employed as high as 800,000 young people in one month will have turned its hundreds of workshops and thousands of pieces of equipment over to the U. S. Treasury Department for disposition, largely to local school systems. While this act of Congress ended the existence of the National Youth Administration as an operating agency of government, it did not end the debates among educators on the desirability of such an agency.

It would appear that the conclusion of NYA operations furnishes a good opportunity to evaluate its contributions to our educational and social system. But the opportunity is more apparent than real. The accomplishments of the National Youth Administration should not be measured in terms of the number of youths it employed, or the quantity of goods and services it produced in its workshops and projects. Rather, its contribution or lack of contribution must be measured in terms of its effect upon our school system, upon our methods of taking care of young people who have not found for themselves a place in society, and upon the general institutions loosely called "Social Security."

That these effects can be measured now is extremely doubtful. The school system of this country is literally reeling under the impact of the war. Changes in curriculums, in financing, in teaching staffs, in student psychology, and even in social purpose have been so great and have come with such rapidity that educators have been forced to concentrate all of their attention on making adjustments to meet these changes. While, no doubt, they have in the backs of their minds some ideas of the educational systems they would like to develop after the war, there has not been much opportunity to do concrete planning.

Similarly, problems of social security and public welfare as they affect youth have also been pushed aside. No one can even make a good guess of the development in these fields after the war, and in the face of the hard operating problems of today, no large number of responsible officials have devoted much time to long range planning.

Waste or Valuable Lessons?

However, we can ask the following questions. What *should* educators and those who will shape our welfare and social security programs after the war have learned from the National Youth Administration? What experience gained from over eight years of operating a work and educational program for youths in all sections of the country, under all possible circumstances, should be used to mold our more permanent institutions for youth? Was it all a foolish waste of public funds and effort or did it provide valuable lessons that will enable society as a whole and educators in particular to do their job better after the war?

I am one of those who feels that the latter is a more correct evaluation. The National Youth Administration should have taught us much, and if we disregard its lessons, we will only have to relearn them in the future. It showed up in unmistakable terms many serious weaknesses in our social system, weaknesses that have been pointed out for a generation by forward-looking educators and social thinkers. It transformed their verbal proposals into operating realities, and in spite of many fumbling approaches, it indicated the direction education must take to overcome some of these weaknesses. The major lessons to be learned from the National Youth Administration programs may be summarized as follows:

Poverty and Education

1. Education must be made "effectively" free. It can no longer be assumed that because tuition fees are not charged, all youth are free to go to school. The depression of the 1930's demonstrated, if demonstration were needed, that school attendance in the teen age group is highly correlated with family income. To keep youth in school as long as it is individually and socially desirable, we must eliminate the poverty that is characteristic of too large a portion of our nation.

Now the National Youth Administration did not teach us how to eliminate poverty. That is a sorely needed lesson that is still waiting to be learned. But it did show that with poverty as a fact for large numbers of families, society can still do much to make education more effectively free. Through work programs, either operated by the schools or by local communities, youth coming from low-income families can

be given useful work which provides them with sufficient wages to pay their own way and keep their self-respect. This must be done, not as an answer to the inadequacy of family incomes, but rather as partial alleviation of a critical situation for which we have not yet found the complete answer.

The National Youth Administration proved that work projects yield valuable returns to both the youth and his community only if such a program is properly developed. First, the work must be intrinsically worth while, not of a "leaf raking type." Second, it must have educational value to the youth. Finally, it must be integrated with the youth's classwork, so that each type of learning experience supplements and fortifies the other. Without these characteristics, the National Youth Administration definitely proved that most if not all of the educational value of a work program for youth is lost.

Local Control Best for Education

2. Control of the system whereby society inducts youth into adulthood must be local, and the closer the control is to the actual community in which the youth resides, the more effective it becomes. Every experience of the National Youth Administration indicated the correctness of this generalization, which, happily for this country, is so widely accepted that it has become almost a truism. Traditionally, the American school system is controlled locally. Observation of the reverse situation in authoritarian governments proves the danger of an educational system so centralized and controlled that the social and personal values taught its youth arise not from his family and neighbors and their community life, but from a philosophy and pattern developed by whatever group happens to be in control of the central government.

But the National Youth Administration did show that nonlocal governments should and could occupy an important part in the operation of the "induction" system. Through the development of standards, the initiation of research, the dissemination of experience gained in other communities, as well as through financial aid, a central unit can improve local control and make its efforts more effective.

Obviously, the National Youth Administration was not the first to demonstrate this fact. State boards of education and the Office of Education in Washington have demonstrated over and over again that local control can be successfully integrated

¹Alexandria, Va.

with state and national direction, without having that direction become domineering and destructive. The National Youth Administration merely showed that this type of cooperation could be extended much more broadly and into economic spheres that the others had not touched upon.

Even though the National Youth Administration provided the funds for the wages of youth attending schools, the selection of the youth, the selection of the work they were to perform and the actual supervision of the work was all done locally. Where local offices were imaginative and took their responsibilities seriously, the youth, the school, and the community gained from the program. Where the local offices did not or could not accept their responsibilities or where the National Youth Administration was impatient and pushed, the results were anything but satisfactory.

While the latter situation occurred in a relatively small number of cases, it was frequent enough to justify the criticism of the National Youth Administration that it did not secure sufficient local participation in its policy formulations. The mechanism was there to accomplish this cooperation. Local, state, and national advisory committees were organized to assist the national office and many of them were effective. But because of local suspicions, inadequate direction, and lack of vigor on all levels of operation, these committees were less useful than they should have been. The successful development of any future work program for youth that involves federal, state, and local action will depend to a large extent on the proper integration of policy committees similar to those developed by the National Youth Administration.

Work Experience Aids Education

3. Work experience must be made an integral part of what the school teaches young people. This conclusion has nothing new in it. Educators have been pointing out for decades that increasing urbanization and industrialization have made it difficult for large numbers of youth to receive the work experience formerly supplied to them by the home and the community. The school is the only social agency that can supply this necessary element of education.

The National Youth Administration found that large numbers of young people had never learned how to work, although they had considerably more formal schooling than the average person in this country. In addition, large numbers had left school because they didn't feel it was worth while. The curriculums in too many cases were designed primarily for students training to enter professional schools and colleges. In its "Report on Security, Work, and Relief Policies," the National Resources Planning

Board summed up the question of work for young people in decisive terms: "The need is for measures which will enable youth who ought to continue formal education to do so and to insure that all youth on reaching adulthood are equipped with the necessary work habits and disciplines and familiarity with the use of tools, so that they can compete effectively for employment with other adults."

The National Youth Administration showed that this objective could be achieved. For young people in school, its student work program provided jobs that local school authorities could integrate into the students' classwork. Thousands of young people who thought they had left school were brought back to the school system through specially organized classes developed in NYA workshops, chiefly by local school authorities. The most successful results were achieved in communities that had good vocational school systems which were made the foundation of the whole program. The NYA provided the funds for wages, while the local community selected the work to be done and local school people developed and supervised both the production work and the related classroom instructions.

In many areas, this co-ordination was conspicuously absent. Some local school officials were afraid of a national program that might develop into a dual school system. They resisted curricular changes and felt that the NYA was duplicating their own function. The National Youth Administration, on the other hand, did not do enough to overcome these doubts. It did foster duplication in many areas, and though sincere in its efforts to use its projects to supplement and strengthen the local school system, its actions were often competitive.

The integration of work experience into the educational process was successful in a great many cases, so many, in fact, that there is no doubt it can be accomplished on a nationwide scale. The initiative, however, must come from educators. They have the knowledge of local needs and local facilities that must be the basis for such a development. Theirs must be the dominant voice in the decisions as to types of work, hours, type of supervision, need for new facilities, and actual content of the program. They must be satisfied with the standards established and must assist in the development of such standards. The worst errors of the National Youth Administration were to be found in communities where local school authorities were not permitted or did not have sufficient incentive to do this part of the work.

Help for Poor Communities

4. There must be federal assistance to local communities for strengthening the educational system, and this assistance

must vary with the economic capabilities of the communities. The question of direct federal aid has long been discussed among educators, and the arguments that have been advanced for and against such governmental action lie outside the scope of this article. It is sufficient to point out that the Federal Government had long ago developed forms of direct assistance to schools in vocational and agricultural fields, and more recently as part of the war-training program.

The National Youth Administration, reaching as it did into practically every community in the country, found incontrovertible evidence of the inability of some areas and communities to support an adequate school system. Any reasonable standards of ability to provide good schools could be used, with the same conclusions. Proper education assumes adequate buildings and facilities, and an adequate staff of teachers trained for their jobs. While there may be outstanding cases of good results without these, they are the exceptions that "prove the rule" in the real sense of that truism.

The depression must have convinced everybody that all communities suffer when some communities cannot or will not provide sufficient training for their young people. The present war period is merely emphasizing that lesson. If this country is to make the forward social strides that it should make, and that we have every reason to expect, we must recognize the need for a nationwide educational institution that is given a complete opportunity to perform its function.

In Summary

These, then, could be the four major contributions of the National Youth Administration's experience: that education can be made effectively free, that it must be locally controlled, that it must provide more of a work content in its teaching; and that assistance must be given to communities that are not able to do the job by themselves. To say that the National Youth Administration has already made these contributions would be to forecast what the school system will be like after the war. The National Youth Administration gave assistance and relief to millions of young people. It made it possible for hundreds of thousands to stay in school. It built parks, roads, school furniture. It provided free lunches for needy children. It gave back to thousands of young people their self-respect and a feeling that they are wanted by society. All these are important contributions to the educational and social structure of our country. But far more important than these are the long run implications and lessons of the National Youth Administration's experience. If we have learned these lessons well enough, then its contribution has been a major one.

The
Sac
School
origin
expan
carded
its ex
lying
To
appro
being
group
farm
town

We
of ten
until
half
fifteen
one he

The
memb
fee en
ular r
school
close
design
speak
used

The
nitely
The
of edu
are pr
ties c
from

Th
the di
farm
each
of ea
with
compr
school
Coun
a gen
direct
organ
tween
sible
repres
featur

Th
formi
are e
ten n
wom
of ni
follow
men,

¹Sup

Sac City Community Adult Education

M. R. Clark¹

The present organization, known as the Sac City Community Adult Education School, is built on the experiences of the original night school. It has grown and expanded, adopted new policies, and discarded others; but throughout the years of its existence it has maintained the underlying principle of democracy.

Today the enrollment of the school is approximately 450 members, that number being divided equally among the four groups which comprise the organization: farm men, farm women, town women, and town men.

Weekly meetings are held for a period of ten weeks from the middle of November until February. Classes last one hour and a half on regular nights, and one hour and fifteen minutes on forum nights, leaving one hour for the forum.

The entire adult school is financed by a membership fee of \$1.25 per year. This fee enables each member to attend all regular meetings, open forums, and the adult school play which is usually held at the close of the term. This fund covers all designated expenses, including the forum speakers, which is the only outside talent used in the school.

The adult-education program is definitely a part of the public school system. The people of the community, the board of education, and the school administration are proud that the school and all its facilities can be used for the education of people from five to eighty years of age.

The vocational agriculture instructor is the director of the program. The farm men, farm women, town men, and town women each elect a council of ten. The chairman of each of these community group councils, with the vocational-agriculture instructor, comprise the highest governing body of the school, known as the Adult Education Council. This Adult Education Council is a general advisory group and assists the director when the occasion arises. Thus, the organization maintains close contact between members and those finally responsible for its effectiveness. This democratic representation is one of the most important features of the school.

These group councils act as a policy-forming body. The forty council members are each responsible for the enrollment of ten night school members. Thus, the farm women's council attends to the enrollment of ninety farm women. This procedure is followed by council members from farm men, town women, and town men. The



The Sac City High School is in many respects the center of cultural life of the community. The attractive new building is completely equipped for both adolescent and adult students.

recent enrollment of 450 members makes up the Sac City Adult School classes.

Classes and Subjects

All teachers and leaders of special courses, as well as members of the four councils, serve without pay. Most of the instructors are people with special abilities or talent living in the community. These teachers volunteer their services or are enlisted at the request of the director.

The type of instruction, classes offered, and subject matter covered are determined by the expressed interests of the group. The fact that there are vast differences in their educational backgrounds seems to make little difference.

A new feature is a nursery school. This plan was adopted so that mothers could be free to attend the school. An adult supervisor with high school girls as assistants directs the children in specialized play in the kindergarten department.

This year the farm men's class, taught by the vocational agriculture instructor, made a study of the current farm problems. At the first meeting a panel discussed the problem, "What can we do to help win the war?" This discussion brought out the problems that were to be studied during the ensuing nine meetings. All meetings were conducted on a discussion basis. Some visual aids, both motion pictures and film strips, were used. The general theme was "Food Production."

Other classes offered during the past year were:

Wartime Problems of the Homemaker,

taught by the homemaking instructor. The problems discussed by the class were: prolonging life of clothing, meeting war challenges in fashion, making new things from old, wartime meals, home equipment, making the best of food substitutes, adding a new note to your home, wartime demands on family and group morale, and you and the purchasing dollar.

Two sections of *Standard Course in First Aid* were taught by people who were approved by the American Red Cross. The standard first-aid course was designed to help prevent accidents and give training in proper first aid at the proper time in case of accident or sudden illness. In view of the present shortage of physicians and surgeons, it was recommended that several people take this course. It was open to any person over 17 years of age who had not taken any first aid during the past three years.

Advanced Course in First Aid was taught by the local instructor. The advanced course provided for further study and much practice in the procedure and skills related to the essential requirements, with particular emphasis on the practical problems. To enroll, one must have completed the standard course during the past three years.

Three sections of *Home Nursing* were taught by local registered nurses. Topics that received major consideration in the course were: personal hygiene, community hygiene, bedmaking, bed baths, maternal care, sickroom equipment, simple treatments, indications of illness, food for the

¹Superintendent of Public Schools, Sac City, Iowa.



A group of farm men discussing a farm economy problem. Both leaders and listeners are practical farmers which accounts for the intense attention and interest.

sick, food for the well, communicable diseases, emergencies in the home, care of chronic and aged.

Recreational Swimming was taught by the local girls' physical-education instructor. This course was open to women who wanted to enjoy the sport which is considered an excellent and valuable conditioner. All types of activities were considered part of the program, such as learning new skills and improving those previously developed.

Handcraft was taught effectively by a local housewife. Some activities performed by this group were knitting, sewing, cutting from patterns, and Red Cross work.

Typewriting was taught by one of the local high school commercial instructors. This course was designed to help those who wished to develop sufficient skill for their personal use and to refresh those who had had some training. It included the introduction of the keyboard, pointers in good typing technique, mastery of all mechanical parts, and the adaptation of the typewriter to a variety of uses.

Contemporary Affairs, taught by the local high school social studies instructor, aroused much interest. The aim of this course was to study and exchange points of view on those basic political, social, and economic current events which are affecting the thought and action of our time.

Physical Fitness, taught by the local boys' physical education instructor, attracted a large group. This class was designed to give the individual the opportunity to improve his physical condition. Special conditioning exercises were given one half of the period while the remainder was given to recreational activities such as volleyball, basketball, badminton, and handball.

A course in *Industrial Arts*, taught by the high school industrial-arts instructor, was adjusted to meet the interests and abilities of those who enrolled. Woodwork was offered, which included selection of wood, determining bills of material, cabinet construction, furniture repair, wood finishing, wood turning, and construction of toys and puzzles.

Adult Education Play

For the past three years, the Sac City Community Adult Education has closed its series of ten meetings by presenting a play produced by its members. These performances have been given free to those holding membership cards, and the public has been admitted for a nominal fee.

This year's production staff chose to stage "Her Stephusband," a three-act comedy. The cast was chosen by means of tryouts and was directed by the senior high school instructor of English. Much interest has been taken in our Community Adult Education plays and they have been well accepted by our audiences.

Another new feature, the recreational hour, was added last year. On evenings following regular classes when no forum was arranged members of the adult school met in the gymnasium to enjoy folk games and square dancing. Many persons participated in the hour of fun.

At the close of each year, certificates of attendance are given to all who are present eight or more meetings. Gold keys are awarded for five years' perfect attendance. There have been 52 five-year awards presented. Ten people have earned the ten-year perfect attendance award, which is a gold key with a ruby inlaid, and five people have had perfect attendance during the

entire twelve years of the Sac City Adult School.

In conclusion, I feel that our adult program has played an important part in the development of our community.

1. It has brought about splendid town-country relationships.

2. It has given adults an opportunity to continue their education, an activity which so many people enjoy and appreciate.

3. It has brought information and culture to a rural community that ordinarily is not available.

4. It has developed in our people an intense interest in the problems that confront our democracy and has stimulated them to action with respect to a number of these problems.

These and many other immeasurable results have developed from our adult education program. Surely, our rural community will be a better place in which to live if our experiment with adults develops into a permanent institution which enthruses men to seek the truth about the everyday problems which confront them.

SICK-LEAVE PLAN REWARDS DEVOTION TO DUTY

A balanced sick-leave plan intended to express in a tangible way the appreciation of the school board for the loyalty, cooperation, and devotion to the welfare of the schools has been adopted by the Mitchell, S. Dak., board of education. The plan seeks to tide the teacher over a reasonable period of illness without worry concerning financial matters. It assumes that the teacher who has been given this consideration will return to the job just as soon as health and strength permit.

The board of education is under no legal obligation to make the payments contemplated. The plan is strictly gratuitous and the board reserves the right to cancel or revise it, or to change any of its provisions at the beginning of any school year as conditions may necessitate.

The sick leave applies to any teacher who has given her services regularly, continuously, and for the full time preceding an illness. The schedule is as follows:

First year, 10 days at full pay
Second year, 10 days full pay, 10 days half pay
Third year, 10 days full pay, 30 days half pay
Fourth year, 20 days full pay, 40 days half pay
Fifth year, 20 days full pay, 60 days half pay
Sixth year, 40 days full pay, 60 days half pay
Seventh year, 40 days full pay, 80 days half pay
Eighth year, 60 days full pay, 80 days half pay
Ninth year, 80 days full pay, 80 days half pay
Tenth year, 90 days full pay, 90 days half pay

The allowance of the tenth year is equivalent to a full year's leave at three quarters of the full pay. The plan was developed at the suggestion of Supt. John C. Lindsey.

The board has given all teachers a 12 per cent increase in salary. Old maximums have been discontinued so that a number of teachers are now above the maximum of the salary schedule.

Budgeting of Disbursements in 291 Colorado School Districts

Calvin Grieder, Ph.D.¹

A detailed analysis of the spending plans of 291 Colorado school districts for fiscal years ending in 1941 shows vast ranges in the appropriations in each major budget category, with only two classes of activities — instruction and operation — planned for in all schools. The smaller schools were much less stable than the larger schools in every major budget division.

The study included a substantial sampling of each kind of Colorado district. Of the first-class school districts (school census, ages 6–20 inclusive, of 1000 or more), 37 districts or 56% were included. (A few county high school systems somewhat smaller than this were included for convenience.) Fifty-six districts (52%) of the second class (census 351–999) were studied, and 198 or 50% of approximately 400 third-class units (census 350 or fewer) employing three or more teachers. No districts employing fewer than three teachers were included.

Districts in 47 of Colorado's 63 counties were included, representing every part of the state. Information was lacking from the files of the state education department on school budgets in the other 16 counties, many months after expiration of the dead line for budget filing provided for in the law.

The summary data for the study are submitted in the accompanying tables. Brief comment on the important features of practice shown by the figures is offered as Part I below. In Part II will be found examples of egregious departures from good budgeting, and a discussion of some related problems and proposals for improvement.

Many school districts for which data were obtained have the earmarks of superior fiscal management. The median expenditures of Colorado districts are probably not much different from the medians in other states. On the other hand, some data revealed much carelessness, laziness or incompetence. The practices of a minority of the districts reflect badly on the whole group. By noting signs of weakness the road to improvement may be discovered.

Part I. Gross Features of Present Practice

In Table 1 are given the proportions of the total current expense appropriations allotted to each major budget category.

¹Associate Professor of School Administration, University of Colorado, and secretary-treasurer of Colorado Association of School Boards. The investigation reported here was made possible by the cooperation of the State Department of Education, Denver, and a research grant from the University of Colorado Graduate School.

While first and third quartiles are given in the table as a matter of record, it is sufficient to note here only the median allowances in the various types of districts as identified above.

Table 2, which it is suggested should be consulted along with Table 1, reports the extreme percentage for each budget division.

1. General Control. The last column in Table 1 indicates that only 1.1% of all planned current disbursements was allowed for general administration. It is conceivable that in small rural units the cost of general control might be as low as \$11 in every \$1,000 spent for current needs. It is difficult to understand how the largest districts of the state can get along on a median appropriation of only 1.9%. The answer very likely lies in the fact that items which should be allocated to this budget division are improperly distributed elsewhere.

From Table 2 it can be learned that at least one school district appropriated nothing for general control, while at the other extreme 10.1% of the current expense budget was planned for this account. The writer's data show that 144 of the 291 schools allocated 1% or less for general control.

The most frequent occurrence of wrong allocation in general control consists of failure to account correctly for the salary of administrators who teach or supervise part of the time. The original data of the present investigation prove that most of the smaller districts and some of the larger include the superintendent's salary as part of the cost of instruction. The official budget form provided by the state department encourages this by listing "salary of superintendent" under instruction. It is elementary that a breakdown should be made of the salary of administrators who teach, allocating proportional amounts to the proper categories. Otherwise a false picture

of the spending plan results. The same sort of procedure should be followed in accounting for other activities.

2. Instruction. The cost of instructional service, which includes supplies as well as personal service, cost the typical district in this study only 61.4% of its entire current expense appropriation. Half of the districts planned to spend a smaller proportion than this for the instructional program. Since some general control costs are wrongly listed under instruction, the true state of affairs is worse than the data reveal. Districts of the second and third classes were considerably below the level of the first-class districts. The third-quartile points of both the former classes were smaller than the median of the large districts.

Instruction was allowed from 25.6% to 91.5% of the current expense budget, according to Table 2. Schools allotting from one fourth to about one third of current expense for the most important educational cost are found in each type of district. The writer's data show that 77 districts of the 291 included in the study appropriated 50% or less of the current expense budget for instruction.

Since teachers' salaries account for about 90% of the cost of instruction in Colorado, it is obvious that the small and medium districts must pay considerably lower salaries than the larger districts. That this is so is common knowledge. That there is any justification for it is not at all clear.

Some circumstances in the village and rural schools do militate against their paying salaries as high in proportion as city schools pay. Transportation costs in some areas are formidable, particularly in Colorado and other western states. Operation and maintenance of school plants cannot be managed as economically as in large systems, on account of man-power problems and purchasing practices. Debt service

TABLE 1
Percentage of Current Expense Budget Appropriated for Major Budget Divisions in 291 Colorado School Districts, 1940–41

Budget Divisions	First class districts (37)			Second-class districts (56)			Third Class districts (198)			All districts (291)		
	Q ₁	Mdn.	Q ₃	Q ₁	Mdn.	Q ₃	Q ₁	Mdn.	Q ₃	Q ₁	Mdn.	Q ₃
1. General Control	1.3	1.9	2.8	.5	1.1	1.9	.4	.9	1.5	.5	1.1	1.7
2. Instruction	60.3	70.9	76.4	55.0	62.5	69.3	48.4	59.8	67.0	44.5	61.4	69.2
3. Aux. Services	1.7	3.4	5.5	2.7	6.1	13.2	4.0	11.6	18.3	3.2	8.5	16.8
4. Operation	7.6	9.4	10.9	8.1	10.4	12.9	7.8	10.5	13.0	7.8	10.3	12.7
5. Maintenance	1.3	2.6	3.7	1.0	2.0	3.9	1.1	2.3	4.0	1.1	2.3	3.9
6. Fixed Charges	1.3	1.8	2.6	1.2	1.7	2.5	1.2	2.1	2.9	1.2	2.0	2.8
7. Contingencies	.9	1.5	4.6	.7	1.9	5.0	1.0	3.4	8.1	.8	2.9	7.0
8. Debt Service & Capital Outlay	1.1	2.4	7.5	.8	3.2	12.2	0	1.8	6.9	1.0	2.2	7.5

TABLE 2
Range in Percentage of Current Expense Appropriations for Major Budget Divisions
in 291 Colorado School Districts, 1940-41

Budget Divisions	First-class districts (37)		Second-class districts (56)		Third-class districts (198)		All districts (291)	
	Low	High	Low	High	Low	High	Low	High
1. General Control	.1	4.6	0	10.1	.1	6.9	0	10.1
2. Instruction	32.6	81.1	35.7	91.5	25.6	87.0	25.6	91.5
3. Aux. Services	.1	14.8	0	19.3	0	45.1	0	45.1
4. Operation	3.8	15.3	2.4	20.9	.8	28.2	.8	28.2
5. Maintenance	.4	5.8	0	21.7	0	18.3	0	21.7
6. Fixed Charges	.8	8.3	0	6.4	.1	33.3	0	33.3
7. Contingencies	0	45.1	0	48.5	0	43.4	0	48.5
8. Debt Service & Capital Outlay	0	36.0	0	43.8	0	53.0	0	53.0

and capital outlay for buildings and equipment are frequently higher in proportion to financial ability. These remarks apply to things as they are—not to things as they could and ought to be, which will be suggested farther on.

It should be remembered that payments for interest and retirement of bonded debt are excluded from these considerations. If these items were included in the base from which the percentages in Table 1 were derived, the proportion for instruction (as well as for all other activities) would be materially reduced.

3. Auxiliary Services. About 60% of Colorado's disbursements for auxiliary services goes for transportation, not including the cost of equipment purchased through issuance of bonds. Other items included in auxiliary services are health service, playgrounds and athletics, compulsory education enforcement, tuition to other districts, and "other expense of auxiliary agencies." The only item besides transportation which commands much attention in most districts is playgrounds and athletics. Health service runs a very poor third. The official budget form used in the state lists transportation as a separate major division, but in this study it is reported as part of auxiliary services, in harmony with recommended practice.

In this activity the smallest districts (third class) show consistently larger allowances than other districts, with the median appropriation being 11%, as shown in Table 1. This is not caused by any more extensive provision of auxiliary services in general, but by the need for transporting pupils. City schools do not in most cases have a transportation problem, or if they do it is of quite minor importance. However, it is hardly credible that as high a proportion as 45% is justifiable for auxiliary services, as is shown in the case of third-class districts in Table 2. Original data indicate that 33 of the 198 third-class units allow more than 25% for auxiliary services, chiefly under the heading of transportation.

4. Operation. Table 1 shows that the median appropriations for operation of plant in all three types of districts are quite similar, varying only from 9.4% in

the large districts to 10.4% and 10.5% in second- and third-class units. For all districts the median is 10.3%. The range in percentage of current expense going for operation, however (Table 2) is astonishing. The range for all schools is from .8 of 1% to 28.2%. In each type of district the range is extremely large.

The writer's data indicate that of the 291 districts studied 205 allow 12% or less for operation, with 101 allowing 9% or less. The United States average expenditure is 9.9%. No first-class district of the group studied planned to spend more than 15.3% for operation, but among the smallest districts the proportion reached 28.2%. Here is another symptom of the difficulty of making well-balanced budgets in small districts.

5. Maintenance. Very small differences are seen in Table 1 in the appropriations for maintenance of plant by the various types of district. The median for all districts is 2.3%. The range shown in Table 2 is very large, however, with some schools allowing nothing and others in the neighborhood of 20%. In general it appears that not enough is being set aside for maintenance. The writer's data indicate that 131 of the 291 districts budgeted 2% or less. At the other extreme 11 districts budgeted more than 10%.

It is likely that the allocation of maintenance costs to the proper budget accounts is not well understood in all districts. Errors probably occur in both directions; some costs are included in maintenance that should be designated as part of operation, and some are not counted as maintenance that should be. Much confusion exists in the minds of many school administrators as to the meaning, for example, of "equipment" and "supplies."

6. Fixed Charges. The planned program of spending for fixed charges is seen in Table 1 to be relatively stable in the various groups of districts, the median in each case approximating 2%. Table 2 includes two figures which deserve comment. One district in the second class budgeted nothing for fixed charges, which means, if the budget was properly constructed, that no insurance payments, rents, sick leave or retirement allowances or other recurring

fixed charges were anticipated. Among third-class school districts the highest figure is 33.3%. This is accounted for by the practice of a company mining town, where the district pays to the company an annual rental of \$8,000 for the school plant, from a total budget of \$24,689.

7. Contingencies. While the median allowances for contingencies given in Table 1 do not appear unduly high, if indeed high enough, the range of such appropriations listed in Table 2 is quite a different matter. In all three classes of districts the top figure is nearly 50%. It is entirely unjustifiable for a school district to budget nearly half its current expenditures for contingencies. In Colorado this account is commonly resorted to in order that large cash balances may be carried over from one year to the next. This explains but does not excuse the high figures given. It is unthinkable that a school system should have to reserve for emergencies almost half of its anticipated outlay for current expenses. The usual allowance is around 5%. Emergencies ordinarily do not occur very often or in very serious degree in well-managed enterprises. Detailed data of the investigation show that 97 of the 291 districts studied budgeted more than 5% for contingencies.

8. Debt Service and Capital Outlay. This category includes provision for retirement of school district warrants held by payees because of districts' inability to meet obligations, and the interest on such warrants, which may legally be as high as 6%. It also includes payments planned for purchase of equipment from current expense funds. Bonded debt service is dealt with separately below.

Table 1 indicates that the median for all schools is 2.2%. The range shown in Table 2 extends from nothing to 53%. The greater amount by far is for retirement of interest-bearing warrants.

The issuance of interest-bearing warrants, which is merely a form of short-term borrowing, is generally considered an inferior practice, except in circumstances which occasionally arise which are beyond a board's control, or when some advantage accrues which could not otherwise be gained. As a continuing mode of operation it is to be condemned. Not a few Colorado schools have been continuously in debt to holders of current expense warrants for many years. In 1940 there was a total of nearly \$2,000,000 of outstanding warrants, with an annual interest charge in the amount of nearly \$100,000.

Some districts have issued current expense warrants to supplement the proceeds of bond issues. Others are compelled to issue large amounts of warrants chiefly because of long-standing reluctance to "face the music" and put their financial affairs on a cash basis, which frequently would require increases in tax levies.

The basic reasons may be, in fact are

TABLE 3

Percentage of Current Expense Budgeted in 291 Districts Compared With State and National Disbursements¹

Budget Divisions	291 Colorado districts in this study	Entire state of Colorado	United States
General Control	2.35	2.24	4.7
Instruction	76.37	75.19	71.8
Auxiliary Services	5.62	6.88	7.1
Operation	9.13	9.03	9.9
Maintenance	3.04	3.02	3.9
Fixed Charges	3.49	3.64	2.6
	100.00	100.00	100.0

¹Sources. For state of Colorado, *Thirty-second Biennial Report of State Superintendent of Public Instruction for 1938-40*, p. 126 ff. For United States, David T. Blase, *Statistics of State School Systems, 1940-41* (leaflet issued November, 1942, by U. S. Office of Education in lieu of report of Biennial Survey of Education). Colorado data exclude here cost of current expense capital outlay and debt service, as well as allowance for "contingencies."

almost certain to be, the refusal by the state to discharge its responsibility for public education, and lack of popular understanding of the proper relation of the state to public education. This is discussed briefly in Part II.

9. Comparison With State and National Figures. In order to see how the budget proportions of the Colorado districts studied compare with practice in the state as a whole and with national practice, Table 3 was prepared. It gives the percentage of current expense for each budget division for the entire group of 291 districts, for the state, and for the United States. Omitted from this table are items 7 and 8 of Tables 1 and 2, for the sake of obtaining comparability of data. The figures in Table 3 show, incidentally, that the sample of 291 districts was highly representative of the whole state, assuming that planning of disbursements is closely related to actual spending, and that little change was experienced in general economic conditions for the two years concerned.

10. Interest and Principal Requirements for Bonded Indebtedness. Budgeted separately from all the foregoing areas of current expense is provision for retiring bonded debt. All the percentage figures in Tables 1, 2, and 3 are based on *current expense* plans only. Of the *total* disbursements planned, bonded debt service was assigned a median proportion of 10.6% for all 291 districts. Table 4 includes the data for each class of district.

The range in appropriations for debt retirement shown in Table 4 is impressive. There is no ratio of debt service to total disbursements that is universally or inherently "correct." However, it is questionable if school districts are ever justified in budgeting more than 15% for this purpose, as 94 districts did (32% of total group studied).

Part II. Factors Related to Inferior Financial Management

The spending plans of the 291 Colorado school districts summarized in Part I of

this paper do not, in general, reflect close observance of sound budgeting principles. It is quite likely that the experience of most other states would be similar. This is not to say that there are not numerous examples of good fiscal administration among the schools of Colorado and other states. The original data of this study and the writer's observation in his work throughout the state, it should be stated, afford plenty of evidence that in some districts expert service is being rendered.

It is fruitful, however, with an eye to improving practice where it falls short of attainable ideals, to point out some of the more conspicuous loci of weakness. The aim here is to identify conditions which furnish the soil in which error may flourish, not to condemn individuals or groups.

1. The Relation of Standards of Values and Budgeting. To plan wisely the spending plan for an educational program requires an uncommon appreciation of relative values. Even though the oft-neglected fundamental work of planning an educational program precedes construction of the financial plan, there is plenty of opportunity left to err in the allocation of funds to major activities. A few examples are cited here from the original data of school districts included in this investigation.

In several districts, small, medium, and large, between 25% and 50% of current expense appropriations was planned for instruction. At the same time, some of these districts allocated as much as 33% for current expense debt service and capital outlay, or for transportation. One district

budgeted \$5,525 for instruction, \$5,850 for transportation, and \$5,900 for retirement of bonded debt, in a total budget of \$21,600. In several districts the proportion of current expense funds budgeted for auxiliary services approached very nearly the instructional appropriations, and in some cases topped them. One district planned to spend \$4,947 for auxiliary services, \$4,975 for instruction.

For operation of plant some districts allowed as much as 20% to 28% of current funds, with instructional costs estimated at 50% to 60%. One district with a current expense budget of \$14,270 planned to spend 21% for operation, 50% for instruction. On the other hand, a district with a budget for current expense of \$43,585 allowed only \$2,375 for operation. Error is not in one direction only.

Probably the most questionable appropriations, the reasons for which have been mentioned in Part I, were those for contingencies and for current expense debt service and capital outlay. In several districts of the first and second classes, more was budgeted for contingencies than for instruction. According to one budget the district reserved enough for contingencies to run the entire program for one year. The payment of interest and principal of outstanding warrants is costly to many districts, with some allotting more than half their current funds to this purpose.

Bonded debt retirement claimed very high proportions in a number of districts. In one city system, 33.7% of the *total* expenditures for all purposes was planned for debt service; in another, 32.8%; and in a third, 49.9%. Twenty-eight districts of the third class planned to spend more than 20% for debt service.

Now the question arises as to what schools are run for. The main task of the community, in providing educational service, is to have the children taught. Some communities have got themselves into unfortunate circumstances where they are obligated to pay more for a *place* to teach than for *teaching* itself. Or they pay much more, in a relative sense, for the *operation* of the school plant than a sound standard of values permits.

Present administrators are not responsible for this, as a rule. High pressure tactics of two or three decades ago are partly the cause of the trouble in practically every

TABLE 4

Percentage of Total Disbursements Planned Allocated for Retirement of Bonded Debt in 291 Colorado School Districts, 1940-41

	First-class districts (37)	Second-class districts (56)	Third-class districts (198)	All Districts (291)
Q ₁	8.5	5.0	0	3.3
Median	12.2	15.6	7.3	10.6
Q ₃	14.9	19.4	16.0	17.2
Range	0-42.0	0-49.9	0-45.5	0-49.9

case. Among other factors contributing to the current shortage of teachers may be the relatively low valuation which has been placed on *teaching*.

It is not argued here that good, well-designed, well-constructed schoolhouses are not to be desired. In fact, some of the districts in this study were cheating themselves by ignoring the maintenance requirements of their plants, as the reader can see by referring to Tables 1 and 2.

2. Lack of Leadership on a State-wide Scale. There is much good local leadership, particularly in the larger centers. Some rural areas have good leadership in financial management, but this is not the prevalent condition. The State Education Department is the logical place for leadership at the state level to be lodged. Colorado lacks this in the field of school finance.

The use of a uniform accounting system is not required. Each district keeps its accounts in any way it sees fit. An inferior budget form is provided for official filing with county and state superintendents, and which in turn is filed away for reasons known only to state officials. No use is made of the budgets filed. There is no *systematic* endeavor to raise the level of local school accounting and budgeting.

At least in part the State Education Department may not be held responsible for this, for Colorado gives less support to its Department of Education than is given in any other state. Unquestionably it would be good economy to provide sufficient funds for the state department so that good leadership could be provided, with professionally trained personnel. With the extremely limited funds at its disposal, the department has done much good, but this is not enough.

Some leadership has been exerted by the institutions of higher learning through courses in school administration and school finance, and through consultative services. A state association of school boards with headquarters at the University of Colorado is also active in furthering the cause of improved management of fiscal affairs.

3. Persistent Refusal of the State Government to Adopt Enlightened Policies on Public Education and to Enjoin Their Execution. Besides inadequate support of the existing State Education Department, there are other signs of neglect by the state of its important responsibility for public education. Among other things, there are no state-wide provisions for continuity of service, no state-wide retirement system, no state-wide provisions to guarantee high school opportunities to youth in nonhigh school districts, no state-wide enforcement of the minimum-salary law (in 1941 a study showed that 93% of all districts employing three or more teachers were not complying). State support is at the low level of about 10% and even that

is grudgingly given. There are no special requirements for the certification of superintendents. Improvement in any of these respects would help to improve the financial administration of the districts.

Local districts are in many cases forced by financial limitations to choose between good buildings and good teaching personnel—an evil choice, surely, which would be obviated by adequate state-wide policies. Too many districts make wrong choices. Assumption by the state of its proper duties would obviate such problems as this.

4. Concept of Education as a State Responsibility Not Developed. Back of all this is the fundamental fact that the people of the state—and of practically all other states—have been uneducated or miseducated in regard to the state's responsibility for public education. There has grown up a philosophy of local responsibility clearly in conflict with Constitutional reservation, court decisions, and superior practice and theory.

No genuine *state* concept of educational administration has evolved—each district is pretty much a self-governing unit. This is true in many other states besides

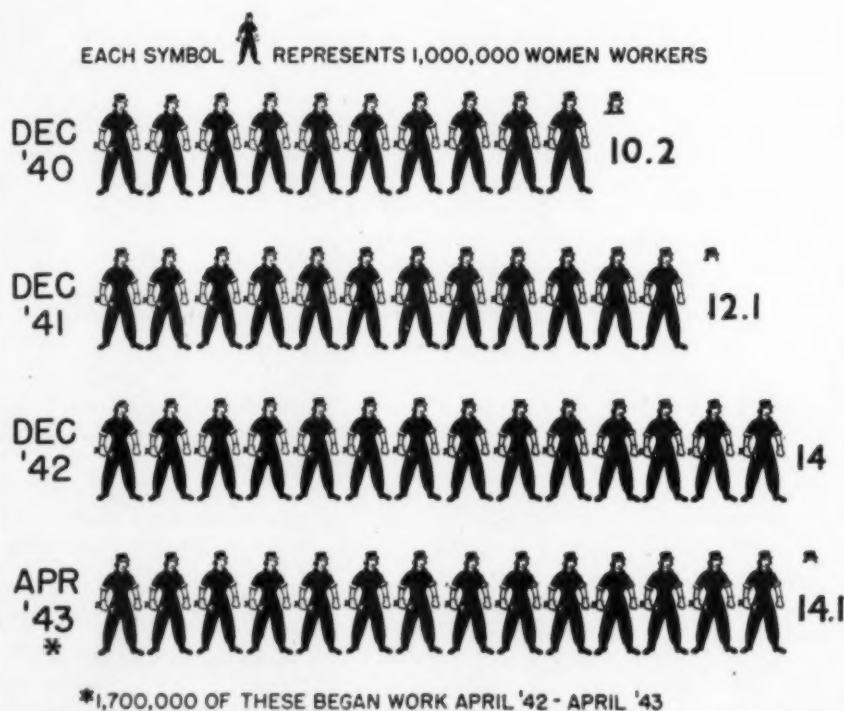
Colorado. The most publicized state-support plans, in both theory and practice, do not succeed in getting away from an indefensible dualism of local and state financial responsibility, with provisions for "leeway" in the support of local school organizations.

Resistance by local units to the ideal of a state program of education for all the people has not been overcome. In fact, few professional school administrators and fewer laymen have given any thought to the problem. There is a great deal of misunderstanding of the relationship of the state to the local school districts. Few school directors know, for example, that they are officers of the state, not merely municipal functionaries.

A state unit of administration with some responsibilities delegated to regional or other subdivisions will be the ultimate solution for the problems discussed in this article. What state administration of education means is something quite different from Colorado's present scheme of things educational. It is easier to close the mind to it than to study about it. But that is a subject not within the scope of this report.

WOMEN IN U.S. INDUSTRY

(ALL NON-AGRICULTURAL EMPLOYMENT)



The schools of America have been asked to intensify their training programs for women in the war industries and in other essential production and business services. As men are drawn off to the Army and Navy, women will be more than ever needed for production.

The Place of a School Bureau of Research

Charles Everand Reeves, Ph.D.¹

Private industries expend vast amounts of money for research. Research may be as productive in a public enterprise, such as a school system, as in a private industry. Research is not an executive or administrative function, but should produce the data required for the best possible administration in a private industry or in a school system. Administrative policies and practices that are based upon unbiased analysis of facts, and their proper presentation, are better than those based merely upon opinion.

In spite of the fact that the larger city school systems have established what are termed bureaus of research, the research function is very poorly developed. There is no research organization in a school system comparable with the usual research organization to be found in an industrial plant having an equal number of employees or expending an equal amount of money.

Research bureaus in city school systems usually perform a very limited service. Frequently, the director of research is also director of some other service, and research is then limited, largely, to that other service. It is common to find the person in charge of research also given the work of tests and measurements. In such cases, research seldom extends beyond testing and the interpretation of test results. Often, the director of research is also director of publicity. In such cases, the research is seldom worthy of the name, for it is not objective and unbiased, but usually consists merely of a compilation of display materials for purposes of presenting the work of the schools in a favorable light to the public. Such activities are not research. Research must be unbiased and true. There should be no confusion between the discovery and interpretation of facts, on the one hand, and the dissemination of facts, on the other. These combinations of the function of research with tests and measurements, or with publicity, represent a majority of the situations of bureaus of research in the large cities.

Some school systems have had "bureaus of research" which were merely bureaus for the compilation of statistics and were not bureaus of research at all. Sometimes a school clerk gathers statistics, but that by no means fulfills the research function for a school system. The position sometimes exists in combination with the position of director of curriculum development, in which case research is likely to be limited to curriculum construction and sometimes a limited amount of curriculum

testing. In one instance, the director of research is a member of one of the divisions of physical plant. His research activities extend only to physical plant research, and not to all of that.

An Independent Office

The position of director of research should not be combined with any other position. In the organization of an administrative staff for a school system, there is just one logical place for a director of research. He should be a staff officer responsible directly to the superintendent of schools. In this position he will be free to extend his efforts in any direction and to gather and interpret material in any unit of the school system. It will be unnecessary for him to limit his efforts to educational measurements, curriculum, school plant, pupil welfare, teacher-personnel problems, or financial problems. His research activities should be unlimited as to field within the school system.

The purpose of research should be to produce facts needed by the board of education in determining policies and by the superintendent or other administrative officers for their guidance in administering and supervising instruction, the staff personnel, the physical plant, the financing of the public schools, and any other important matters relating to the work of the schools. Research should be not merely the painstaking, careful work of discovery of facts; it should include, also, the professional and scientific interpretation of facts. The facts and their interpretation should be used by the board of education as a basis for formulating policies for the schools, and by the superintendent in determining administrative and executive actions. Of course, the bureau of research should not determine the policies for a school system. The full responsibility should continue to be that of the board and the superintendent. However, their decisions should be made with the aid of, and in the light of, adequate and significant facts, and in consideration of the implications of those facts. Research activities should be directed along practical lines, related to the solution of important operating problems.

A director of research should have open to him any data of any department or division of the school system. The general purpose of the bureau, similar to the purpose of research bureaus in any enterprise, should be to point the way toward the means of improving the work of the schools and of determining such factors of economic waste as may exist in the expendi-

ture of public funds. These objectives would be met by research conducted directly by the bureau and by the co-ordination of research activities conducted in various departments, divisions, and other units of the school system for the purposes of administration of such units.

Some Possible Activities

It is impossible to outline all of the activities of a director of research without condemning the director to the routine of a statistician. Statistics are important as a basis for research, but the gathering of statistics is not research. Research requires the interpretation of the meaning of statistical and other data. It requires the use of ingenuity in discovering sources of data and in determining methods to use in gathering materials. It also requires ingenuity in organizing the materials after they have been collected. Statistical routine may be the death of real research. The greatest difficulty in securing valuable educational research in public school systems has been that the directors of research have been engulfed by other work, or else other assigned duties have not correlated with the research work, or have limited research to a particular kind of study, and sometimes have actually opposed the use of true research methods.

It is important that research be not routinized, that it be not, to any large extent, duplicative of activities previously carried on, and that the director be free to secure data from any source.

Some of the more important possible fields of research are the following:

History

- Continuing historical account of the school system

Instruction

- Curriculum experiments
- Construction of tests to measure curriculum values
- Testing of subject matter for grade placement
- Experimentation in methods and techniques of teaching
- Educational testing programs
- Analysis of work and needs of various supervisory units
- Degree of attainment of educational objectives
- Work of subject fields, such as music, chemistry, etc.
- Meeting of the needs for adult education
- Work of the pupil welfare agencies, such as health service, cafeterias, etc.

Personnel

- Employees' work loads
- Methods of selecting employees
- Employees' salaries and salary schedules
- Improvement of staff in service

¹Arlington, Va.

Organization of staff
Teacher and other employee tenure
Leaves of absence
Provisions of sick leave

Business

Income of school district by sources
Budget studies
Comparative expenditures
Trends in current expenses
Per pupil costs by schools and comparisons with similar cities
School costs compared with other government costs
School population studies
Purchasing studies
Improvement of budgetary procedures
Building utilization studies
School-building operation studies

These are only a few samples of many possibilities for studies that should lead to conclusions which, when considered, will frequently point to means of improving the schools and of saving money in their operation.

Research in Smaller Cities

A research bureau, consisting of a properly qualified, full-time director, furnished with necessary stenographic service, would pay for itself in both improved education and financial economies in cities of 20,000 enrollment, probably with much to spare. In larger cities, the staff should be increased so that in a city of 200,000 enrollment, two or three properly qualified workers would constitute a profitable investment. Whatever the size of the school population, the research director should be responsible directly to the superintendent of schools and should be on his immediate staff.

The value of the products of research will depend upon the qualifications of the director. He should have been a teacher and have had school-administrative experience to give him a practical background for understanding school problems. He should also have had specialized training in educational administration and in the principles of research. Given this training and experience, he still will fail as a director of research, unless he is able to recognize and isolate school problems, as diverse as the methods or techniques of teaching geography and the real financial needs of the school district, and the ability of the taxpayers to meet those needs; unless he is able to plan research techniques and to use the tools of research; unless he is able to interpret facts accurately and project possible actions into probable results; and unless he is able to organize and to prepare his materials in such manner that others can understand them. Educational training, teaching, and administrative experience, and aptitude for research, all are important, but the last is the quality that is most important and most difficult to find.

Washington State School District Reorganization Declared Constitutional

Elmer L. Breckner¹

What are the limitations on the power of the state legislature to provide for the merger or consolidation of political subdivisions of the state or for the alteration of their boundaries? What is the limit of legislative authority over the disposition of the property, funds, and indebtedness (including bonds outstanding) of political subdivisions when mergers take place or boundaries are altered? These questions were answered by the Supreme Court of the state of Washington in May of this year in a unanimous decision reversing a lower court which had declared unconstitutional the School District Reorganization Law passed by the 1941 legislature.

Provisions of the Law

In order to understand the import of this decision, one must be familiar with the salient features of the afore-mentioned School District Reorganization Law and with the constitutional provisions allegedly violated by this law. The purpose of the law, as stated therein, is to provide for the formation of new school districts and for the alteration of the boundaries of established districts. To this end there is created a school district planning committee in each county, the personnel of which is appointed "by the county superintendent of schools and one person from each school district in the county selected by the board of directors of the district." Upon this planning committee is imposed the duty of preparing, after required public hearings have been held, (1) a comprehensive plan for the reorganization of the school districts of the county, and (2) a plan for the adjustment of all property, assets, and obligations among the districts involved. In so doing the committee is required to give due consideration to certain factors enumerated in the law, such as, "the educational needs of local communities, the convenience and welfare of pupils, economies in transportation and in administration costs, a reduction in disparities in per-pupil valuation among school districts, and the equalization of educational opportunity of pupils."

Plans thus prepared must be approved by a state committee, also created by the law. Thereafter, each proposal for the formation of a new school district and for the adjustment of the assets and liabilities of

the districts involved must be submitted to a vote of the people resident in the territory of the proposed new district, the voting in such election being "at large." In the event of a favorable vote the county superintendent is required to establish the new district and to effect the approved terms of adjustment of assets and liabilities.

The supreme court decision under discussion herein developed out of a complaint filed in the lower court by residents of a one-room district who sought to prevent the establishment of a new district in which the territory of their district was included. The formation of the new district and the adjustment of the bonded indebtedness of the old districts had been approved by a majority of all the participating electors in the territory of the new district, but disapproved by a majority of those residing in the one-room district. Under the terms of adjustment of indebtedness, the outstanding bonds of one of the components of the proposed new district became the obligation of the new district, thereby requiring the property owners of the one-room district to pay taxes for the retirement of the unpaid balance of an indebtedness created originally by another entity without their consent. The plaintiff's complaint and allegations in this case were as follows:

The Plaintiff's Contentions

A. The State Constitution is violated by the requirements of the Reorganization Law relating to the preparation by a county committee of plans for the formation of new school districts and for the adjustment of bonded indebtedness, and by the requirement for a vote "at large" by the electors residing within the boundaries of the proposed new district. (It was the plaintiff's contention that each component of a proposed new district had become vested with an "inherent right of self-determinism" and that a favorable vote in each old district was, therefore, necessary.)

B. The afore-mentioned requirements of the Reorganization Law violate the following provisions of the State Constitution:

1. *The Due Process Provision* (Art. I, Sec. 3) "No person shall be deprived of life, liberty, or property without due process of law."

2. *The Special Privileges and Immunities Provision* (Art. I, Sec. 12) "No law shall be passed granting to any citizen, class of citizens, or corporation other than municipal, privileges or immunities which upon the same

¹Dr. Breckner, who is Director of the State Committee for the Reorganization of School Districts, Olympia, described the very efficient law under which the school system of the state of Washington is being transformed, in the December, 1941, issue of the SCHOOL BOARD JOURNAL.

terms shall not equally belong to all citizens, or corporations."

3. *The Provision Relating to Legislative Authority* (Art. II, Sec. 1) "The legislative authority of the State of Washington shall be vested in the Legislature, consisting of a Senate and House of Representatives. . . ."

4. *The Special Laws Provision* (Art. II, Sec. 28) "The legislature is prohibited from enacting any private or special laws. . . ."

5. *The Provision Relating to Fundamental Principles* (Art. I, Sec. 32) "A frequent recurrence to fundamental principles is essential to the security of individual right and the perpetuity of free government."

In deciding the case, the lower court found no violation of the first four constitutional provisions set forth in the plaintiffs' complaint, but declared the law violative of the fifth provision of the constitution quoted above, and, therefore, null and void. The court said in part, after reviewing the provisions of the law relating to the preparation of plans and to the method of voting: "This law is unreasonable, arbitrary, oppressive, and discriminatory and is in violation of the fundamental principles of our form of government in that it denies the principle of self-government."²

As already pointed out, the decision of the lower court was reversed by the Supreme Court. After quoting voluminously from authorities, the higher court said:

The Court's Decision

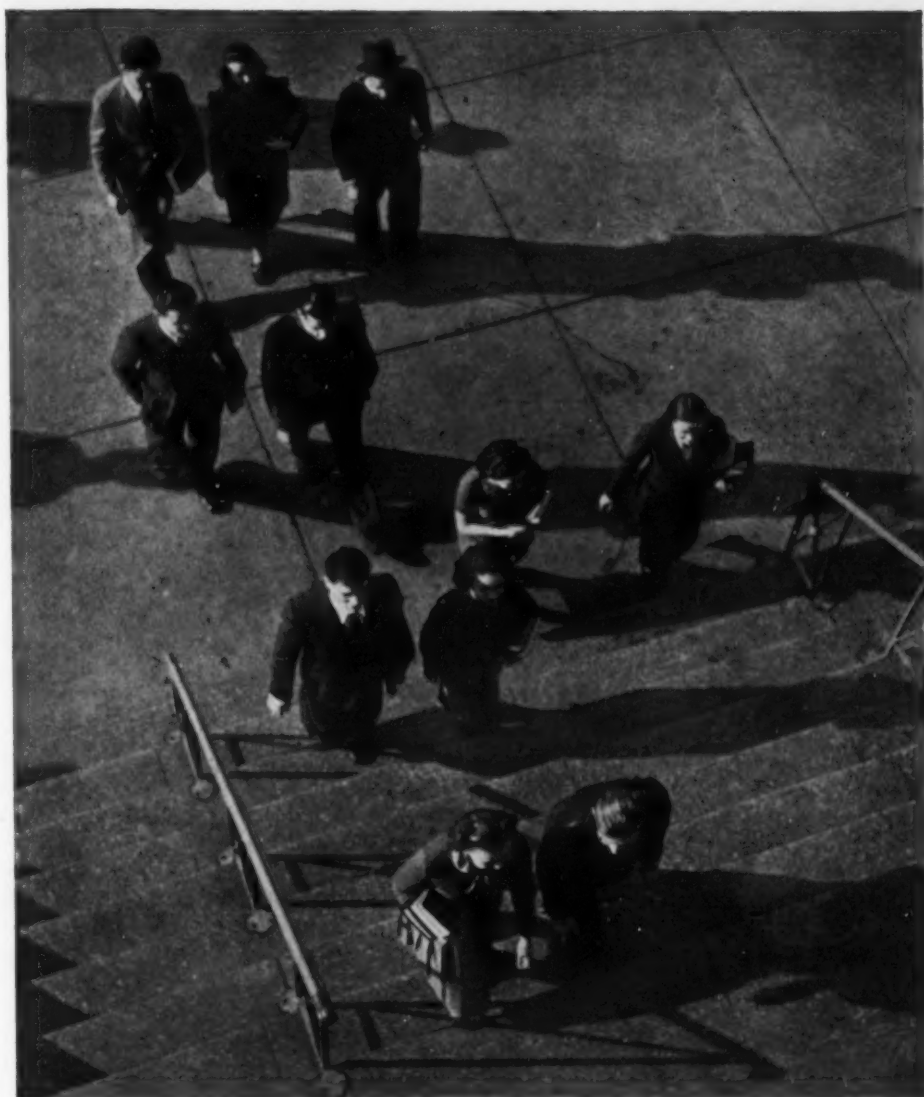
Local subdivisions of the state can be created by the sovereign power of the state without solicitation, consent or concurrent action by the people who inhabit them. This being so, it follows that legislative authority over school districts is unlimited except as that limitation is found in the state constitution.

It has been noted that the creation of a new district under this law is left to a majority of the voters within its proposed boundaries. Ordinarily, whether new territory shall become a part of a municipal corporation is left to the decision of a majority of its inhabitants; otherwise, as in this instance, the inhabitants of the new territory and their property may be subjected to the will and debts of a more populous district. But such, by overwhelming weight of authority, is the legislative prerogative, and involves no violation of constitutional inhibitions against the taking of property without due process of law and the granting of special privileges and immunities.

Nor can this act be said to be a special law in contemplation of Art. II, Sec. 28, of the constitution. On the contrary, it is a most comprehensive plan for the reorganization of the common school system, the creation and maintenance of which is committed to the legislature in the broadest possible terms by Art. IX, Sec. 2, of the constitution, commanding: "The legislature shall provide for a general and uniform system of public schools."

Nor do we find any unlawful delegation of legislative power. The act sets up the

²It is interesting to note that no court in this state had ever before interpreted this "fundamental principles" admonition of the constitution.



Coming Back to High School

— Photo, E. O. Hinsey

machinery and fixes the standards by which the county committee and the state committee shall be controlled. It commits no legislative power to them. It simply entrusts to them the administration of the act.

It is urged that the act contravenes Art. I, Sec. 32, of the constitution, which provides: "A frequent recurrence to fundamental principles is essential to the security of individual rights, and the perpetuity of free government." This is not in any sense an inhibition on legislative power. Clearly, it is but an admonition not only to the legislature but also to the courts to keep constantly in mind the fundamentals of our republican form of government—among others, the cleavage between the legislative and the judicial powers.

It is thought, however, that this clause warrants the court in holding the act unconstitutional on the theory that it is violative of the principles of local self-government. It is difficult to conceive an act in which the principles of local self-government could be more meticulously observed. The formation of the county committee—the fountain head of the powers conferred—rests in the electors through their representatives, the boards of school directors in the various districts of

the county. The county committee must hold public hearings before adopting a plan; and, when adopted, the reorganization plan must be submitted to the electorate of the proposed new district and abide the will of a majority of the voters. Finally, recourse to the courts is provided to review the "adjustment of property, debts, and liabilities among the districts involved."

To the casual observer, this decision of the Washington Supreme Court may appear to support a legislative act which, because of its bonded indebtedness adjustment provision, results in injustice to the taxpayers of small school districts. But to the informed person, this provision of the act merely operates to remove existing inequalities. To illustrate: The taxpayers of the one-room district involved in this case have heretofore enjoyed the use of high school facilities provided at the expense of the neighboring high school district; under the new law they will be required to help retire the unpaid balance of an obligation that they should have been paying on from the beginning.

Let Teachers Do Their Own Organizing

Floyd W. Hoover¹

Teachers have been tending for some time now to look with envious eyes upon the relative security labor unions afford their members. The powerful protection offered by organizations of this kind would appear to relieve teaching of one of its worst aspects, insecurity of tenure. In a number of instances, notably New York and Chicago, teachers have accepted the invitations of labor unions and have affiliated themselves with what appears to be a desirable degree of success.

Why, then, the reader might well ask, any discussion concerning the soundness of teachers affiliating with labor unions as long as such affiliations appear to be satisfactory to the interests of the teachers? It is the purpose of this paper, however, to suggest that affiliations with any noneducation pressure group cannot be to the lasting best interests of either the teaching profession or of society.

Proponents of affiliation with labor have argued that labor has been one of the strongest friends of the schools. The argument has foundation upon fact. Indeed, the founding of the Boston Free High School in 1821 had its genesis largely because of the agitation of labor organizations for the establishment of some such institution. In line with its policy of opposition to restricted privilege, it has consistently fought to make education the free institution it has become today.

However, a question might well be raised relative to the degree of labor's self-abnegation in its insistence upon universal, free education — free, that is, in the sense that it is supported by public taxation. There is no evidence to support the belief that labor was motivated primarily, or even secondarily, by concern over the welfare of the teachers. In all probability, it was activated largely by its own self-interests, in that educational opportunities could be reasonably available to the children of laboring men only if such education could be supported by public tax money rather than by private tuition fees.

Labor's Friendliness

The argument that labor's friendliness toward education is a sound reason for the affiliation of teachers with labor unions is not tenable. Friendliness of one group or another to teachers has nothing to do with the teachers' obligations to society. Teachers owe their entire allegiance not to any one interest group but to the public as a whole. They are hired by all of society for the advancement of the best educational

interests of all of society. Labor unions represent only one segment of society — according to the *World Almanac* approximately one fourth of all workers in the United States during the year 1940. Similarly, capital represents another segment. Each must, by virtue of our democratic ideal of equal opportunity for all, receive its fair share of allegiance from teachers. It is strongly to be doubted that teachers who affiliate with and identify their interests with one group can remain entirely unbiased toward it or other groups.

Superficially, this argument breaks down when it is carried out to its logical conclusion. When it is reduced to absurdity, no teacher should join a church lest his views become biased. Similarly, a Kiwanian might — to labor the point — logically object if his children are taught by a Rotarian, or vice versa. However, the danger of bias is actually very small except in cases where there are strong differences of public opinion. A strong tradition, both unwritten and written into the laws, of religious tolerance and of avoidance of classroom discussion of issues involving faiths has been built up over the years. Indeed, it has become so marked that it is not usually considered good form to question candidates for teaching positions concerning their religious beliefs.

In the case of capital v. labor, on the other hand, the issues are impregnated with bitterness on both sides. It is strongly to be doubted if capitalists would stand idly by if their children were taught by teachers affiliated with labor unions. They would almost certainly feel that their children were being imbued with the philosophy of unionism. Conversely, laborites would object and have objected just as strongly, and rightly, too, to teachers who identified themselves with capitalism. Affiliation with either group would inevitably lead to attempts by the group to make use of the school to further their own selfish ends.

Unionists have sometimes asserted that the schools have been under the aegis of capital so long that accounts can be squared only by giving the unions a chance for a while. In other words, two wrongs will cancel each other out and a right will emerge. Unfortunately for the soundness of the claim, however, there are other interests concerned besides these two.

Can Teaching Ignore Any Group?

The argument that teachers should not affiliate with labor unions, however, because they, the teachers, constitute a professional group has little weight. For one thing, the distinction between an occupa-

tion and a profession is much too tenuous. By way of example, at what point does the work of a skilled laborer — a toolmaker, perhaps — take on some or many of the characteristics of a profession, which consists of a body of specialized principles and techniques? When are his skills and knowledges sufficiently esoteric to be categorized as being professional rather than nonprofessional in nature? Obviously, no accurate line of demarcation can possibly be drawn.

Aside from the above, the writer objects to the argument on the ground that it contains a strong implication which is derogatory to labor. An attitude on the part of teachers apparent in such an implication is exceedingly unwholesome. Labor could hardly be blamed if it harbored feelings of resentment as a result. Teaching has never been so secure that it can afford to give itself airs. It can ill spare the friendliness labor or any other group offers it.

It is the feeling of the writer that the interests of teaching and of teachers can best be served by the formation of a strong central organization of their own, comparable with associations similar to those of medical and legal workers. Several existing organizations such as, for example, the National Education Association might well form the framework. If it were sufficiently strengthened by financial nourishment contributed by the teachers as medical men nourish their associations, it could easily become a powerful force for the betterment of education.

Such an organization could effectively discharge at least six major functions which would help to make teaching the profession that it ought to be:

Six Important Organization Functions

First, it could, through its representatives, bring about legislation favorable to education. (Attention should be called here to the fact that mention is not made of legislation favorable to teachers. It is to be remembered that only as education is bettered will the lot of the teachers be improved. Moreover, teachers ought not forget that legislators are a little suspicious of legislation suggested by some educators who have obviously been more concerned about their own interests than those of education.)

Second, it could carry on extensive and comprehensive research. To date, most of the research in education has been confined to extremely small areas largely because of the lack of facilities and funds available to the independent workers who have been carrying it on. Much has been said and

¹Principal, University High School and Associate Professor of Secondary Education, University of Wyoming.

written about the science of education, but, in the last analysis, most of the teaching in the average classroom is not scientific, largely because proof for procedures is still lacking.

Third, it could contribute enormously toward the raising of standards of teaching. Teaching still has the dubious distinction of having among the lowest standards of preparation of any so-called profession.

Fourth, it could develop and bring about something like an enforcement of a code of ethics.

Fifth, by means of its state, county, and local committees, it could investigate dismissals of teachers and take steps to bring about the reinstatement of individuals who

have been the victims of injustices.

Sixth, it could act as a sort of point of balance between intense localism and the growing nationalization of education.

An organization of this kind would have all of the advantages of affiliation with labor unions and none of the disadvantages. The obstacles to its formation, however, have been formidable, in size if not in number. Probably the two chief ones have been, first, the large number of individuals who become teachers with the intention of teaching for only a short time and, second, the teachers' lack of real pride in teaching. But a hopeful sign is the growing nucleus of earnest workers who wish to make teaching a career.

AT THE CLOSE OF THE FIRST DAY

W. B. McPherson¹

First day of school, they came trooping in past my door this morning. They were eager, alert, questioning, and anxious for this is a "first day" of an American school at war.

"Brother Jim is in the army; went last week and we don't know yet where he will be stationed."

"My brother Hank is in Sicily. Mother reads the news of the second front and sees him at another Dunkirk or Dieppe."

"Bud is in the Solomons. They'll push the Japs back to Japan." (But we do wish he could come home on leave.)

"Got a letter from Gus a month ago. He was leaving camp for somewhere. Haven't heard from him since." (Oh God, will that convoy get through.)

"Dad's at the New Brighton ammunition plant. He gets home about twice a month. Ma's hoping that we can get a house so that we can live with him, but until then we kids will go to school here." (Is this a normal home, or school, for Jack?)

"I guess that I will have to stay out three or four days a week this fall. Dad tried all summer to get a hired man and both my brothers are in the army now." (An old man and a boy on a farm that kept them and two other able-bodied young men busy.)

"Sister Sue got married in June to her boy friend from Camp Ripley. She's going to live at home for a while at least."

"So you'll be 18 in December, John."

"What help will this Preflight Course give me when I go into the Navy Air Corps?"

"Do you think that I would be better off enlisting next June or waiting until my number is up?" (Three months less of hell or three months less of service.)

¹Upsala, Minn.

"Hardly any men teachers here this year. They say the new chemistry teacher will coach." (Boys need men around them at 16, 17, 18.)

Registration problems smoothed out, the busy hum of a school at work has started and I sit here at my desk. What does all this confusion of an America at war mean to me, a teacher, and, I hope, a leader of teachers. Homes have been cracked, if not broken, by war. The calm security that we knew is gone. Our faith, our way of government, our very lives are threatened. If our homes are not secure we must make the school more than ever a homelike place where calm and peace and security will be the birthright of every child. Our lives are threatened because we have not been energetic enough, prepared enough. Today our schools must prepare their students and their communities in every possible way. (First aid, air-raid drills, salvage collection, strong bodies, disciplined minds.)

Our faiths are the last things we can fall back upon, the ultimate weapons of a nation of free people. In half of Europe today *faith* of the people has begun slowly to destroy the conqueror. Does America have that kind of faith? If not, can we, the teachers, build it soon enough? Faith in democracy, faith in ourselves, and above all faith in God (there are no atheists in foxholes), these carried men across the North Sea in rowboats to free Norway, these carried men from Bataan to Corregidor, these carried Eisenhower's men through Tunisia and Sicily. These are the faiths that I, a teacher, must first have myself so that I can make those in my care see a vision of them.

Now it is four o'clock. Again they go trooping past my door, homeward bound. And I sit here planning for them.



Donald B. Rice
Business Manager, Oakland,
Calif., Public Schools.

Mr. Donald B. Rice, business manager of the Oakland board of education, was elected president of Kiwanis International, at the 1943 Summer War Council in Chicago.

Mr. Rice has been a member of the Kiwanis Club of Oakland, California, since 1920. He was president of his club in 1924, and in 1931 was elected governor of the California-Nevada Kiwanis District. During the past five years he has been a national trustee, and in 1941-42 served as treasurer of the national organization.

Mr. Rice has been prominent in the promotion of school business administration in California for many years, and has been an outstanding member and officer of the California Association of School Business Officials.

SEND THE CHILDREN BACK TO SCHOOL

The Children's Bureau of the U. S. Department of Labor and the U. S. Office of Education have prepared a leaflet entitled, "Back to School," which contains suggestions for a fall campaign to promote the return of boys and girls to school. The leaflet offers a few ideas and facts which may be found useful in spreading an understanding of the importance of school for the teen-age youth.

The campaign has been started to offset the tendency of working pupils to stay on their jobs and forego school attendance this fall.

SALT LAKE CITY PUBLIC SCHOOLS COOPERATING IN THE WAR EFFORT

The public schools of Salt Lake City, Utah, are endeavoring to carry on as much as they can of the actual war load. While the details are as yet uncertain, they are maintaining close cooperation with the civil defense agencies during the war in war loans, salvage collections, and other activities.

In addition, the schools will carry on as fully as possible a basic educational program, and they are doing this without any material changes due to the uncertainties and stress of war conditions. It is anticipated that, after the war, social conditions may demand a modification of the school program.

For the present, the schools are being financed and the same standards of personnel are being maintained by methods not much different from the methods of past years.

The present program of preinduction training, trade training, and national defense projects is being continued for the next school year.

Teaching Geography in a World at War

J. R. Whitaker¹

Every geography teacher faces the necessity for selection, unless indeed that necessity be obviated by his own ignorance. Just what to teach and what to emphasize is always a problem, and any new light on the question is generally welcomed by conscientious teachers and supervisors. Those of us who work in teachers colleges have not only the question of proper selection of subject matter but have other questions of organization of courses and textual materials to consider. On being asked to address a group of teachers-college students on "Current Themes of Significance in Geography," it occurred to me that the various questions I had received during the year might be taken as some measure of the relative importance of different aspects of our subject and its treatment in the public schools.

With this in mind I checked over correspondence and various other notes and found that the inquiries could be grouped rather easily into a few main divisions. Additional questions received since this study began simply strengthen the original conclusions. Whether these questions can be taken as indicative of the more critical elements in geographical education, they can at any rate be taken as a measure of the interest and the needs felt by certain pupils and geography teachers. It is proposed in this brief article to identify and comment briefly on these questions and to consider their meaning in connection with the general problem of selection and of treatment of geographic materials.

The Problem of Change

One of the more common questions nowadays relates to the changing aspect of geography. Geography teachers are frequently asked to defend their subject, or rather to defend the teaching of a subject which is changing so rapidly. Sometimes the challenge is put in this form: "You must surely have a very hard time keeping up with geography these days since it is changing so fast." Again, "Why teach geography until the world settles down?"

These questions are rather easily met, of course. The answer naturally falls into two parts: first, an acknowledgment of the fact that change is going on rapidly; and, second, an insistence that of all aspects of human affairs certain geographic elements are among the more stable. To refuse to study a phenomenon because it is changing is justifiable only if that phenomenon is relatively insignificant. As a matter of fact, one of the best ways in which to

understand how man has come to terms with living in different parts of the world is to study those parts during times of rapid change. Every field geographer has been nonplused by receiving the reply, when he asks the reason for a certain land use, that it had always been that way. Where cotton growing is changing rapidly to dairy farming or where truck farming is taking the place of general farming, the people involved are generally fairly sure of the reasons for the change. Times of change, in other words, are times when we may add greatly to our understanding of the places with which we are concerned.

Perhaps even more fundamental, however, is the second point. Of all of the elements involved in contemporary human behavior, the elements of the physical earth, of our natural environment, are among the least changing. While acknowledging that even these are undergoing slow change and that their relative significance shifts with changes in the people themselves, the fact remains that hills and mountains, rivers and plains, minerals and shores are relatively stable in relation to many elements of human life.

In this question, however, is a deeper challenge than yet recognized. All too much of our geography teaching is static. Too commonly we have taught about men and places as though the relations between the two were unchanging. Certainly historical geography should have a larger part in American geography than it has had. Geographers should see the present landscape as one stage in an age-old succession, the most important stage to us without doubt, but one which likewise will pass and will be followed by others which will in their turn seem to be of critical significance.

In this problem of change are many lessons, but one may be emphasized. Each of us needs to be on guard lest undue emphasis be placed on purely ephemeral conditions. Emphasis on relatively permanent conditions and on trends rather than on statistical information of passing value is called for.

Where Places Are

Renewed interest is appearing in the simple question of place location. Such names as Pantelleria, Natal, Belem, Brenner Pass, the "Chinese Rice Bowl," Valley of the Po, and others impress upon us that our knowledge of places is inadequate.

The question may take a different form, such as this, "My husband writes that the temperature and rainfall is such and such where he is stationed. Where is he?" or "How can my sweetheart tell me where he

is without the censor cutting out that information?"

It is interesting that some of these questioners have already figured out a system very similar to our latitude-longitude grill. While not caring to advise anyone to attempt to evade the censor's eye, the geographer cannot help but recall that men long ago solved the problem of stating location on this globe in terms of latitude and longitude.

Maps and Charts

A great many of the questions which come to any geographer nowadays have to do with maps. It may be that a good map of Europe is in demand; or perhaps the problem is one of outfitting a high school or elementary school classroom. More rarely, questions come in regarding suitable atlases. Occasionally the questioner emphasizes a particular projection called for in wall map, desk map, or atlas. Many are puzzled regarding current emphasis on polar maps and wonder if they should be used.

Questions regarding maps always give the geography teacher a fine opportunity. For the average person it is doubtless true that the intricacies of map construction should be avoided. Indeed, I am convinced that it is wisest to advise each person to be his own critic of the map projections which he happens to be using by comparing such projections with a globe. Every man can be his own geographer if he will but set about it.

The public is confused by the belittling of certain standard map projections and the praise of others. Certainly the so-called "evil Mercator" can hardly be thought of as evil when sailors of the sea and the air continue to find it best suited to their needs. Obviously it is not best for classroom use, but I am not sure but that it is superior for certain purposes in the classroom to the polar projections. The simple truth is that each projection has its own uses and its own inaccuracies. This is true of the polar projections no less than of others. Instead of debating the relative merits of different world projections, it seems wiser to use each for its own value, checking at every step against the globe.

The frequency of questions regarding maps and regarding the problem of locating places calls this fact to mind, that Americans have generally not acquired the atlas habit. In contrast to Great Britain, where atlases are in common use, we have generally depended upon our geography textbooks. These work well in the classroom, but after the pupil is away from school he

¹Peabody College, Nashville, Tenn.



The new geography courses include vastly more information than facts of place location, names, and peoples. They involve reasons for conditions, ability to use geographic tools, and geographic habits of thought. (Photo, courtesy Chicago Board of Education.)

has no inclination to turn to the average textbook, and he has had nothing to take its place. Here is an opportunity which is being seized by map atlas publishers and they should unquestionably be encouraged. It is a matter of regret, however, that many cheaper atlases are of little use except for determining locations. They are generally lacking in maps which portray various natural or cultural features.

What Other Lands Are Like

One of the oldest questions raised in geography was this: What are other lands like? One person writes, "My son tells me that Algeria is beautiful and green. I thought it a desert. How about it?" Another wonders just what part of the United States is most like England. Such questions, of course, give us the opportunity to enter the field of comparative geography, to point out the similarities between Algeria and southern California and between the Puget Sound area and England. This question, "What about the distribution of races in North Africa? Is everyone there of Negro stock?" discloses the erroneous assumption that Africa north of the Sudan is peopled by Negro folk, just as it is south of that region. We have given too little attention to what we may call social

geography, to the distribution of human or cultural conditions over the earth and the interpretation of those conditions.

An Indictment

One of the startling indictments of geography teachers came to my attention when a sincere superintendent of schools insisted that geography teachers had done a miserable job, because they have been ignoring polar geography and global geography. To answer this question was difficult for the reason that it revealed considerable misunderstanding on the part of the person presenting the challenge. True, the poles have been ignored, but they have also been of relatively little importance. Even so, in our treatment of the Eskimo we have probably said all we should have regarding polar areas, as of the preairplane days.

It is common knowledge to geography teachers that global geography has been emphasized right along. We are reminded of the slogan of an older teachers-college man that "all geography is world geography." We even begin the more formal study of geography in the grades with a treatment of children in distant lands. The geographer is, indeed, somewhat mystified by this current vogue of global geography. Perhaps his mystification rests on the fact

that he has been assuming a world viewpoint all along, and was not aware that the public had not followed him.

New Geography Courses

Many questions are coming in regarding new courses in geography. There has been a surprisingly large public interest, for example, in geopolitics. Doubtless this is due to the fact that geopolitics appears to have been inextricably tied up with German plans for world conquest. The geography teacher needs to be informed regarding the German brand of geopolitics. This question, "Let's start a local institute of geopolitics. What do you say?" suggests that we need to have in mind the lessons that can be applied to this country. If there is an American brand of geopolitics, it is tied up with such questions as sectionalism, with our understanding of American resources, with the problem of the service of geography to the state. We are fortunate, in this connection, in having the new book, *America at War*, edited by Van Valkenberg, to recommend to interested persons.

Other questions include these: "Is it possible to lay out a geography course for Negro soldiers who will serve as M.P.'s and liaison officers between white administrators and colored peoples?" "What is the

effect of these new government courses on the study of geography?" In this connection, I might note that certain geographers have had to face questions like this: "What geography ought the army teach in its Army College?" "What should constitute the geography for the course in preflight aeronautics?" "How can we provide the geography needed by men being trained to serve in the occupation of conquered areas?" These are questions which we are having to face and which reveal the interest of the time. Some go on to wonder what the effect of the war will be on postwar geographic study. It takes only a moment's reflection to see that what will come will depend on the attitude of the American people, whether they decide to keep a place in world affairs or to retreat to themselves and their country.

Geographic Materials

Closely related to the problem of courses is that of the selection and preparation of materials. We are discovering that few college books are suited to the present needs in army training. World War I witnessed the preparation of a number of geography books on relatively short notice; and we are likely to find the same thing happening today.

One of the more significant questions which has come to the author is this: "Here is a social-science text, organized on the basis of social processes. Critics say that it should have more geography. Will you tell us whether, in your opinion, it should have more geography and how that geography may be injected?" I can interpret this question only in terms of a renewed interest in the geographical point of view and in basic geographical facts. It appears to me, too, that the author of this question was thinking of geography as being more than merely place location.

A great many questions come in regarding appropriate books to be used at particular levels—grade, high school, and college. These questions generally indicate that rather untrained teachers are being called on to handle relatively new courses. Here is an opportunity for teacher-training institutions; and, of course, it presents one of the grave problems facing administrators. Unless these new teachers can give something genuinely worth while, geography stands to face a setback.

Things We Use and Have to Do Without

Turning away from strictly educational questions, we meet a great many that come from folks who are not teaching. "Why so little cocoa on our shelves? Can you explain that?" "Why did we get rubber from the Far East when the rubber tree originated in the American tropics?" Such questions reveal a genuine interest in aspects of commercial geography which touch our daily lives. In these situations are present prob-

lems about which some good thinking can be done. For example, a New York businessman is quoted as saying that he would rather have land for a plantation in the Amazon Valley than all of the rubber plantations in the Far East. A critical analysis of this statement leads the class to a consideration of the relative advantages of the two areas in the past, the present, and the future.

The Peace and Geography

A sampling of the questions which come to a geographer reveals many dealing with problems of peace. "What geographic factors hindered the last peace settlement, and what factors of place should be kept in mind in making the new peace?" Some thoughtful students of current affairs turn at once to such themes and areas of international concern as international waterways, the Suez Canal, the Panama Canal, Turkey and the Dardanelles, the adjustment of boundaries so as to reduce friction. All of these questions obviously call for geographical information; and the settlement of disputes regarding them certainly calls for geographic field work. The presence of a relatively large staff of geographers in the Department of State would seem to indicate that such questions are receiving serious consideration.

The World War

Questions regarding the World War come thick and fast. They very commonly relate to what may be called military geography. "What were some of the ways in which geographers were of assistance in planning the North African and Sicilian campaigns?" "Just what bearing has the Mediterranean Sea and the northern shore of Africa on an advance into Europe?" "Where are natural lines of invasion which the physical geography of southern Europe has already blocked out?" "Will we advance on Germany by way of the Rhone Lowland in France?" "What routes, if any, will be taken through the Balkans?" "Will Sardinia be used as a springboard into France?" While no one intimately connected with such planning is in a position to say much, if anything, about the use of geography, we can be sure that the large employment of geographers in the Department of War is an indication of the pertinence of geographical information.

In addition to questions regarding the prosecution of the war, there are many others which relate to the effect of the war on the geography of the world. Just what will be the impact of the war on the distribution of industry in this country? What has been the effect of the war on our natural resources? Will our natural resources, our iron ore deposits, for example, stand up under the strain? In short, what changes in the human and physical geography of the world will be wrought?

Useful Inferences

This sampling of questions could easily be matched, I have no doubt, by similar lists which others have gathered. Just what may we conclude is their basic meaning?

We may be sure, for one thing, that these questions indicate a keen interest in geography. It is too bad that college staffs should be so depleted of geographers at a time when the public is most sensitive to its need for geographical information.

These questions indicate, too, that, whereas elementary teaching in geography may have been sincerely carried out, it was either inadequate or stopped too soon. Certain it is that we need to teach and train the American people in such a way that they can continue to be, in a sense, their own geographers.

This means, it seems to me, that we need to stress at least three aspects of geographical study: First, we do need to teach basic facts regarding the patterns that man has spread over the earth and their relation to the natural patterns which the earth has provided. Second, we need to build up the ability to use geographic tools, particularly maps. Third, we need to inculcate habits of thought, ways of thinking. With the minimum essentials by way of facts, with the ability to use maps and related tools, and with the habit of analyzing the location of places, of seeing the significance of what is going on to the stage on which that activity is taking place, each person can be his own geographer.

We cannot hope to anticipate all the facts or all the situations that will face the layman geographer. We must try to enable him to do what the professional geographer does, namely: with a more or less limited equipment of facts and tools, to go about his efforts to understand the earth and its parts. Obviously this is only one of the needed approaches to the world today. That it is a significant approach, that it is a truly meaningful way of looking at man today, is attested by the numerous questions which are constantly coming in regarding matters of geographical importance.

NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION WILL MEET IN CINCINNATI

President Thomas J. Higgins of the National Council on Schoolhouse Construction has announced that the association will hold a meeting in the Gibson Hotel, in Cincinnati, over the week end from October 15 to 18.

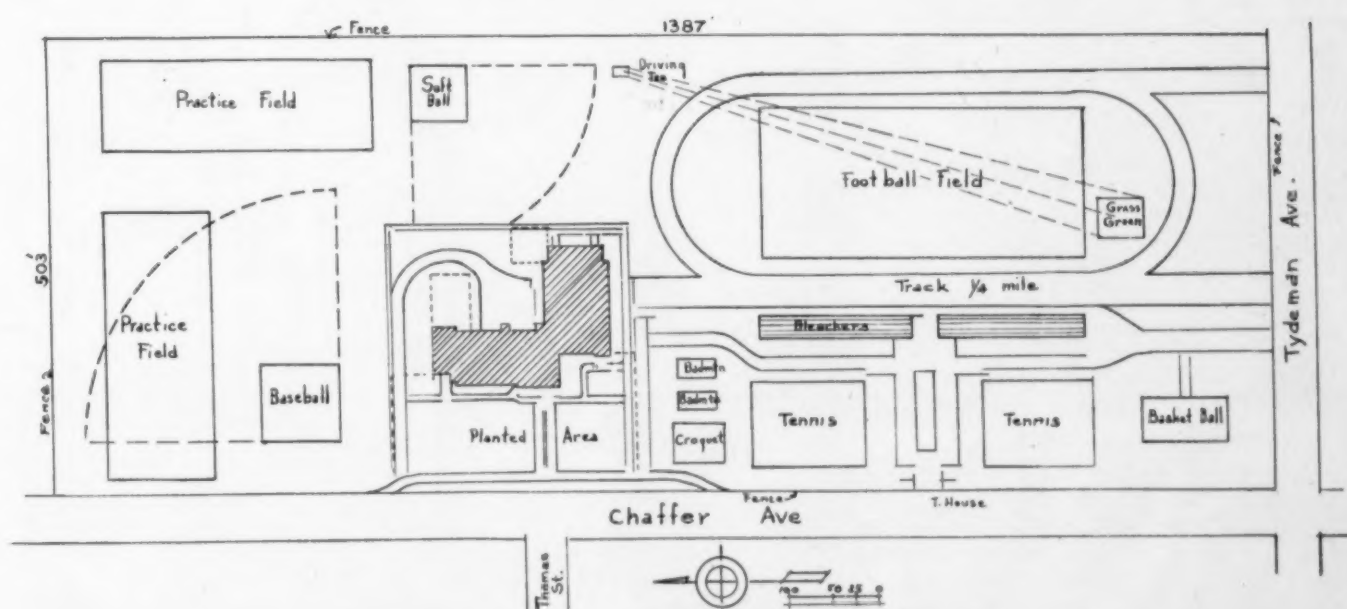
The meeting will be devoted almost entirely to discussions on postwar planning of school buildings. It is expected that the discussions will lead to practical outlines which may be followed by boards of education and state departments in planning buildings for the postwar period.

◀ Cincinnati, Ohio. The school board has given a \$20-a-month cost-of-living increase to all school employees. The increase, which dated from July 1, will remain in force until December 31.

A Modern Community High School Building



General View, Roxana Community High School, Roxana, Illinois. — Wm. B. Ittner, Inc., Architects, St. Louis, Mo.



Block Plan — Community High School, Roxana, Illinois. Showing the development plan of the 17-acre site and the location of the building in relation to drill and practice fields, sports areas, and garden spaces. Future wing addition to the L-shaped building is indicated.

Community High School Roxana, Illinois

S. W. Frey¹
Wm. B. Ittner, Inc.²

In plan and construction, the recently completed Roxana Community High School is not strictly a wartime project. Aluminum trim, steel windows throughout, and bronze hardware give evidence that its appearance preceded the attack on Pearl Harbor. It is functioning, however, as a wartime school. Its first year of operation 1941-42 was high lighted by the following curricular expansions:

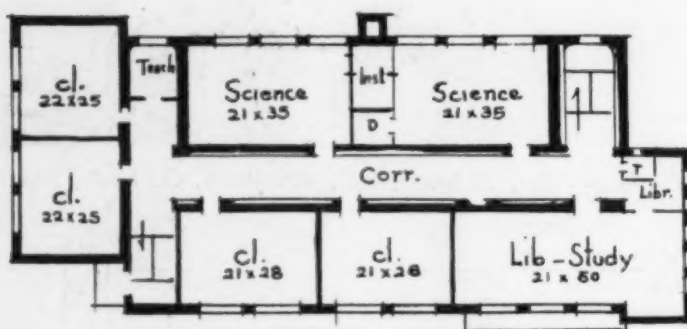
1. Preflight material, radio courses, and air navigation were added to the science and mathematics courses.
2. Consumer education, budgeting, transportation, job seeking and job holding received special emphasis in the vocational department. Also, in this department ap-

¹Principal.

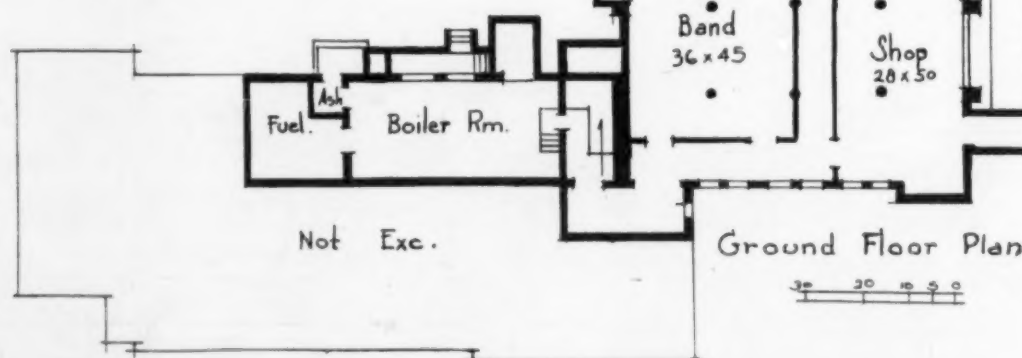
²Architects — Engineers, St. Louis, Mo.



The Library — Community High School, Roxana, Illinois. English and the social sciences are living subjects, including dramatics, commercial English, speech, and journalism. The library becomes their laboratory, located for convenient access to these departments. Note recessed book shelves, new type of table, and acoustical ceiling treatment. The three panels at the end of the room are of glass blocks.



Second Floor Plan



Ground Floor Plan — Community High School, Roxana, Illinois. Showing location of school cafe, large general work shop, and the mechanical plant. The modern heating and ventilating apparatus of low steam pressure with vacuum returns is thermostatically controlled. Unit ventilators supplying both heat and ventilation appear in all rooms and are operated by the custodian from his apparatus room.



View of Auditorium-Gymnasium Wing. Constructed of architectural concrete in modern design, with aluminum trim and steel windows throughout. A moderate use of glass block panels may be noted.



Gymnasium Assembly — Community High School, Roxana, Illinois. Showing the 92 feet by 72 feet gymnasium, with spectators' bleachers folded at the sides. Attention is called to the Lamella arch roof.



The Home-making Laboratory — Showing equipment to serve home-making courses which include health habits, child care, personal grooming, cooking and baking, sewing and dressmaking, and the budgeting of time and money.



Entrance Corridor — Showing linoleum applied to corridor walls and wainscoting, and terrazzo floors for corridors and stairs. Some color has been used for interiors, more particularly in the entrances and corridors. Note type of indirect lighting fixtures and the display cases.

peared studies in machinery, materials, and products of wartime industry.

3. Home planning, health habits, and child care were marshaled into cooking and sewing courses.

4. Physical education, however, became the most stepped-up department. Inter-scholastic and intramural athletics were continued. The emphasis, however, favored more thorough physical checkups, games and drills involving bodily contacts, and the running of obstacle courses.

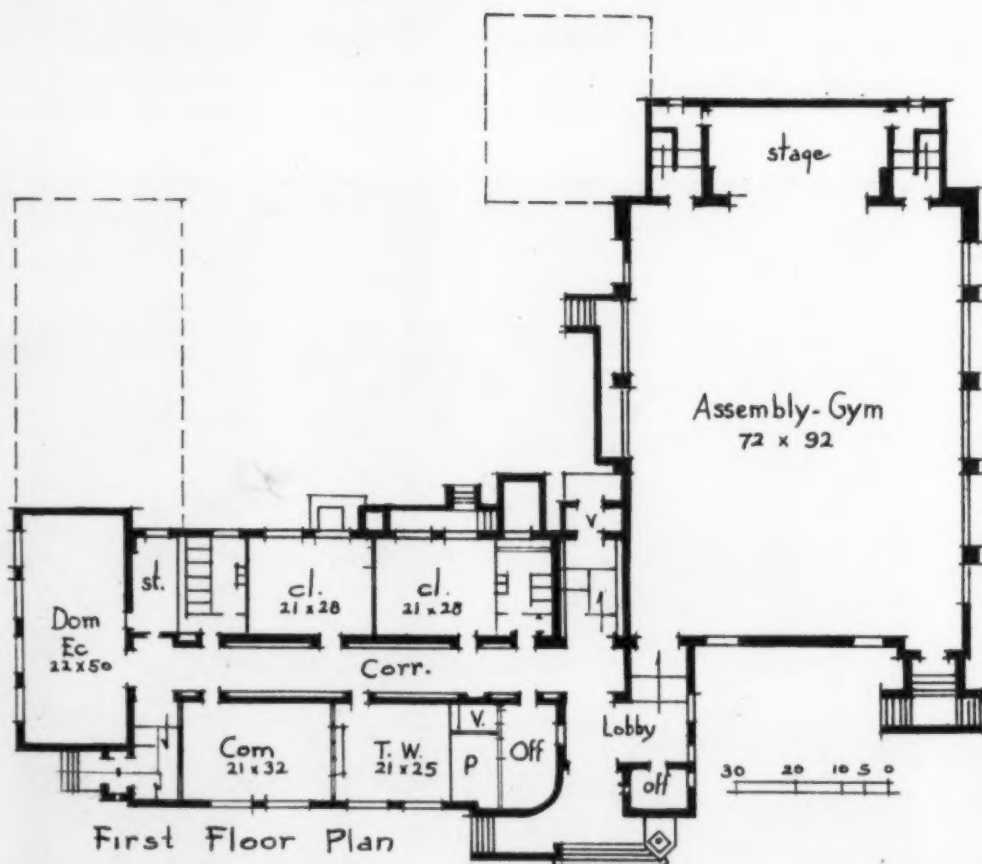
Modest as to size, but flexible in plan, the school building graces a 17-acre site, a vital accessory to the school and community wartime life. Its present capacity of 350 students represents the beginning of what will probably develop into a large center in a widening and growing industrial area of the Shell Oil Refineries. Provisions for wing expansions are indicated on the block plan.

The building of architectural concrete and modern design aggregates a cost of \$185,937, with equipment cost of \$22,659.

ROXANA COMMUNITY HIGH SCHOOL, ROXANA, ILLINOIS

Construction and Equipment Details

Exterior, architectural concrete.
Windows, steel.
Corridor and stair treads, terrazzo nonslip.
Floors, classroom, linoleum; gymnasium, maple.
Heating, vacuum steam system.
Boilers, Kewanee.
Ventilation, unit ventilators.
Temperature control, Johnson Service.
Program clocks, Standard Electric Time.
Radio installation, Radio Corporation of America.
Flush valves, Sloan.
Blackboard, natural slate.
Classroom seating, American Seating Co.
Laboratory equipment, E. H. Sheldon Co.



First Floor Plan — Community High School, Roxana, Illinois. By locating commercial and home-making laboratories along with the administrative offices on the main floor, community uses of the building become simplified. The gymnasium-assembly room also on this floor has a separate street entrance. The stage leading to showers, lockers, and the large units below are distinctive planning features, and important to the smooth operation of stage activities.

Air-Conditioning Maintenance

Fred D. Mosher¹

New air-conditioning equipment is out for the duration, except for those plants which are actually manufacturing implements of war, or products which enter directly into war production. Many replacement parts are nonexistent and the scarce list grows larger every day.

Many operators will be hard put to keep existing equipment in operation, but there are ways and means of prolonging the life of present equipment, and of keeping it in service for the duration. Organized maintenance is the answer. Intensive maintenance programs are being initiated by many operators and owners, and there is no other solution for the conservation problem.

Critical Parts of Systems

The main elements of any air conditioning consist of the compressors, motors, controls, and pumps, all of which are critical machines.

Those who would organize air-conditioning maintenance on an orderly basis should understand the functions of each piece of apparatus. It must be understood that the compressors, for instance, are subject to daily wear and tear which must not be neglected.

Lubrication of a compressor is important. Many of the refrigerants used in air-conditioning work will mix with oil;

when this happens the oil is carried into the system; and when this condition becomes excessive, damage to the compressor will result. High-grade oils must be used and the level must be kept to the required height; too much oil is undesirable.

A daily "once-over" for the machine and system should note the oil level, the condition of bearings with respect to heating, and the functioning of the bearing oil system. Any unusual sounds inside the compressor should be regarded with suspicion. Misaligned belts should be corrected immediately or excessive wear will result, with heavier loads being carried by the compressor. Belt tension must be checked frequently. A belt should never be too tight or too slack. The correct amount of tension is that which permits some "give" when the belt is pressed with the hand. Belt "dressing" should be used sparingly or not at all.

On automatic units the automatic trips, pressure switches, and protective devices should be checked frequently for operation. Gas-filled bulbs attached to suction lines should be examined at intervals to observe their position with respect to the pipe. In order to operate satisfactorily these bulbs must be clamped securely to the line so that temperature changes are quickly transmitted to the control mechanism. These lines sometimes sweat and then form ice when the temperature drops; the ex-

pansion of the ice between the bulb and the pipe forces the bulb away from the contact; and when this happens, erratic control is a consequence.

Checking Oil and Water Conditions

Head pressures on the high side of a system are indications of how well the system is functioning. When oil gets into the system in large quantities, when condensers become fouled with deposits, or when air or other noncondensibles get in the system, the head pressure rises. The extra pressure adds load to the machines and requires more power for the same amount of refrigeration. Oil separators should be drained frequently and the air should be purged at regular intervals. For systems using air-cooled condensers it is necessary to keep all dirt off fins and condenser pipes. Water-cooled condensers must be opened for cleaning; in systems using good water it is not necessary to do this more than once a year. Deposits in water-cooled condensers should never be allowed to build up to the point where they cannot be removed with tube brushes or other mechanical means. Evaporative condensers which are cooled by the evaporation of water on the external surfaces may become coated at intervals with water scale. This condition is easy to detect and light coats of such scale are easily removed by brushing and washing with a stream of water.

It is good practice to check the system regularly for leaks. A special halide gas-leak detector should be part of the maintenance equipment. The gas-leak detector shows up leaks around joints immediately. When the compressor runs more than it should it is an indication that the system is losing refrigerant. A careful check should be made to determine where the leak exists. No new refrigerant should be added to a system until the source of the leak is found and corrective measures taken.

The Electrical Equipment

The electrical apparatus including motors, starters, controls, and relays should be kept clean. Dirt is an enemy of electrical equipment and they do not go well together. At regular intervals of about six months, all motors should be blown out with dry air, or cleaned with vacuum cleaners. Bearings of motors should be examined for oil leakage. Any leak if carried into the motor windings will act as a catcher for other dirt. Besides oil leaks, too high oil levels in bearings will result in oil being drawn on the coils and windings. Rough commutators should be sandpapered to remove sparking. Burnt spots on contactors, circuit breakers, and starters should be removed with a file and then smoothed. Arc burns always get worse, and if not removed, there is danger that "freezing" with consequent damage will result.



Partial View of General Work-Shop, Roxana, Illinois, Community High School. Vocational courses include an introduction to the modern wonders of war industry, materials, and machinery.

¹Erie, Pa.

The condensing water used for air-conditioning work in some sections requires attention. Whether it be scale forming or corrosion producing, steps must be taken to check the action. The usual practice is to add inhibiting chemicals to the water to retard its action. In such cases the advice of a chemist should be sought since there are no "homemade" remedies for these difficulties. Frequent cleaning of the system will remove silt and algae growths if they are present. Where algae forms in waters obtained from wells there are a number of treatments which will prevent the growths.

The cooling water circulating system, spray units, and other parts of cooling units must be cleaned frequently to prevent accumulations of fungi and dirt. Spray nozzles may become clogged and these should be removed and cleaned. It is necessary to drain the cooling water at regular intervals to prevent stagnation. The presence of various types of bacteria in the water makes it necessary to chemically treat the water to prevent offensive odors. There are a number of chemicals which may be used to maintain the proper conditions in the cooling water circulating system.

Filters and Ducts

In the air-cleaning system the filters require most attention. If the filters are of the oil-dipped type, they may be cleaned by washing in caustic solutions to remove the oil and dirt. After washing they are drained and redipped in the oil bath; they are then allowed to drain overnight before returning to the filter bank. It is uneconomical to keep dirty filters in operation, and the throwaway type should be renewed as soon as they start building up pressure. A portable manometer is useful in checking the pressure drops across filter banks; a rise in the differential indicates that the filters require cleaning.

Duct work should be cleaned before the system goes in service each year; where year-round operations are carried on, time should be provided for cleaning the duct interiors. Externally, the chief source of trouble from ducts comes from sweating between the wall of the ducts and insulating coverings. For this reason the insulation should be maintained in good condition. This prevents the atmospheric condensation which causes corrosion of the duct walls.

Fans or blowers in air-conditioning systems give very little trouble. In most cases, lubricating oil need not be changed but once a year. The foundations should be kept solid, and vibrations should be corrected at once. Where bearings are not self-adjusting, they should be examined for wear when conditions permit.

All pumps ought to be inspected once a year and carefully packed with a good grade of packing.

Equipment Overhaul

Many air-conditioning systems are operated on a seasonal basis. Where this is the practice all overhauling should be done during the off season.

Since the off season occurs during cold weather it is essential that all water be drained from parts likely to freeze. Other parts of the system should be drained for cleaning. Sumps, tanks, and pans should be cleaned out, and in many cases it is advisable to apply a protective coating to the insides. Condensers should be drained and all deposits removed in the regular way. The interiors of housings on evaporative condensers should be cleaned, and where the protective coating has peeled off it should be renewed. Water control and float valves should be examined for wear.

All valves in the system should be examined for wear and new packing added.

Pumps should be drained and overhauled during the idle period. If the pumps are not to be used the shafts should be protected from rusting by applying a thin coat of grease. All old packing should be removed. The new packing should not be added until just before the system is returned to service, since idleness is likely to deteriorate the new rings.

Fans should be cleaned by wiping with thin oil. Blades should be examined for wear. Any defects in the fans which are likely to cause unbalance should be corrected. The bearings should be drained and new oil added.

It is good practice to make a complete inspection of all parts of reciprocating compressors over a period of years. At least once every three years each unit should be fully examined. This can be accomplished by examining part of the unit each year. Over the entire period valves, pistons, cylinders, connecting rods, bearings, cross-heads, and all moving parts should be inspected carefully for defects. The alignment should be checked and corrections made if necessary. Parts, such as cross-heads, suspected of cracks, should be soaked in oil and whitewashed so that the cracks may be easily detected. Oil reservoirs should be cleaned out each year and new oil added. Only oils or greases recommended by the manufacturers should be used in compressors.

Shafts, Belts, Pulleys

All shaft packings should be renewed at the time of the yearly overhaul. The replacement packings should be of the best quality, soft and durable. The glands should never be drawn up too tight into the stuffing boxes. The best method is to take up the glands gradually after the unit is in service, to prevent scoring or overheating of the rods.

Belts should be removed during the idle period. The belts should be cleaned,

wrapped in a good grade of paper, and then stored away from heat in a dry place. Rubber belts should not come into contact with oil or grease. They should not be stored where the sun's rays can attack the rubber.

When pulleys are removed they should not be forced back on with bars or rods. In replacing belts on pulleys, adjustments should be made by moving the driving motor on its base. When pulleys are off their shafts they should be examined for cracked keyways; where damage is found new ways should be cut and new keys provided.

The electrical equipment of air-conditioning systems should get particular attention during the idle period. All the apparatus, including motors, should be thoroughly cleaned. Should the dirt on coils and windings be of a sticky or gummy nature, it should be removed by wiping with rags, soaked in solvent such as carbon tetrachloride. It is advisable to treat the coils and windings with a good coat of insulating varnish after cleaning. Brushes should be examined and those more than 50 per cent worn should be replaced with new ones. The position of all brushes should be checked. Commutators should be inspected for scoring or cutting. Badly scored commutators should be removed and turned down; when this is done the mica should be undercut. Slightly marked commutators may be made smooth with sandpaper or special commutator stones.

Each year the oil should be drained from the bearings of motors and new oil added. Before the oil is changed the bearings are flushed out; grease bearings are vented; all the old grease is removed by adding new grease with a grease gun.

Starters and commutators are examined for loose brackets, bad connections, and rough contacts. After cleaning in the regular way, the contacts should be reconditioned. Weak springs should be renewed, and damaged fingers replaced.

While the equipment is out of service it should be kept covered for protection from dirt and moisture. Should a motor become wet during idleness, it should be dried out before it is returned to service. This is accomplished by passing low-voltage current through the windings with the rotor blocked. If this method is not practicable, the windings may be dried by applying heat externally from grids or some other source. In no case should the drying temperature go above the boiling point of water.

I believe in administrative order; not order externally imposed, but order that springs from the clear understanding among professional men and women that there is an obligation upon each for a self-imposed discipline stronger, more persistent, than rules and regulations. — Milton C. Potter.

Dr.
vocation
back i
dispat
tation,
Cody,
from
"Is
of Cal
Lee a
bowed
"Pl
contin
vised
San
named
in tha
upon
It w
since
proph
years
intend
nation
Firs
notche
Franc
came
of ed
fornia
Nours
leader
educat
Nours
emine
intend

Jo

San Francisco Seeks Administrative Unity

George G. Mullany

Dr. Frank Cody was presiding at a vocational education convention in Detroit, back in 1933, when he was handed a press dispatch in the convention. Without hesitation, facing the assembled delegates, Dr. Cody, known as a raconteur, called out from the platform.

"Is Dr. Edwin A. Lee, of the University of California, in the convention hall?" Dr. Lee arose from his seat as a delegate and bowed to Dr. Cody.

"Please remain standing" said Dr. Cody continuing. "Dr. Lee I have just been advised by the Associated Press that the San Francisco board of education has named you as superintendent of schools in that city. And may God have mercy upon your soul."

It was a good joke at the time but it has since cast Dr. Cody in the role of a prophet. For San Francisco in the past 20 years has "used up" more top-flight superintendents than any other city in the nation.

First, it was Joseph Marr Gwinn, top-notch in education, who came to San Francisco from New Orleans in 1924, then came Dr. Edwin A. Lee from the school of education at the University of California, then followed Mr. Joseph P. Nourse, recognized since for his sterling leadership. On May 4, 1943 the board of education accepted the resignation of Mr. Nourse, and named as his successor the eminent Dr. Curtis Warren, former superintendent of schools at Santa Barbara. The

manner of Dr. Warren's coming was significant. He was elected unanimously by the board of education after he had been recommended by the authorities at the Schools of Education at the University of California and Stanford University. Dr. Freeman, dean at Berkeley, gave Dr. Warren his blessing as did Paul Hanna, acting dean at Stanford. Dr. Grayson N. Kefauver was absent from the campus in Washington, when the query came and therefore did not participate. But the phenomenal phase of the whole proceeding was that the San Francisco board of education took one look at Dr. Warren and forgot all about others recommended. His personality and manner of approach had definite magnetism. The board forgot all about the others recommended by Berkeley and Stanford.

In the face of severe newspaper comment in San Francisco, about the failure to choose a local educator, the board of education has stood pat since May risking all the machinery of recall and other plans of organization for a new board. When the recall talk was at its height in San Francisco, July 1, Dr. Warren arrived to assume the duties of his new office. Ten days later the recall talk died down. The community met Dr. Warren and its reaction was the same as that of the board of education. He took the people like Grant took Richmond only it didn't take him all summer.

From the standpoint of personality and a way with people Dr. Warren brings to



Dr. Curtis E. Warren
Superintendent of Schools,
San Francisco, Calif.

his new job, the equal in that line, if not the superior facility of getting along with people. He likes people. And the people reciprocate. This is written with a full knowledge of the charm of Dr. Gwinn, the commanding address of Dr. Lee, and the capacity for friendship of softspoken Mr. Nourse.

Now, just what is wrong out in San Francisco? Certainly, the fault does not lie with the personnel of the board of education. Impersonally, any writer would say after the most cursory investigation, that the board is composed of citizens of the highest type. There is Harry I. Christie, president of the board, who comes from labor—the Typographical Union; Richard E. Doyle, a wealthy broker, known for his ability and integrity; Mrs. Lloyd W. Dinkelspiel, quiet, a deep thinker, who at the time of her appointment was said to be the youngest board member in the United States; Philip Lee Bush, top-ranking financial expert of the California Packing Corporation; John D. McGilvray, wealthy San Francisco businessman who is responsible for the Shriners Hospital for Crippled Children, his pet activity; Mrs. Edwin R. Sheldon, a charming, wealthy young widow, who among her other activities was formerly budget director for the Community Chest; and Bart A. Supple, a stock broker, whose ability combined with his laconic humor makes an outstanding person for community service. The board members are appointed by the mayor of San Francisco and confirmed by the voters. They do not run against each other, their terms expiring in different years, so as to provide a continuity of service on the board.

In the immediate situation, as in many



Joseph M. Gwinn



Dr. Edwin A. Lee



Joseph P. Nourse

past, the board has found itself in complete disagreement with his honor the mayor. In truth it can be said that no politics enter at this point for the mayor prides himself for his policy of noninterference with the board. So the mayor may be pardoned if, in an election year, he said that he wished he had known in advance of the selection of the new superintendent. But the statement itself goes to show that the board is a separate entity, independent of the mayor or any other public body in San Francisco. So this phase of the situation may be dismissed when looking for the source of the trouble.

Wherein does the trouble lie? Call Mr. Nourse, the retiring superintendent as the first witness. For more than a year prior to his retirement, Superintendent Nourse said that the business affairs of the board should be under his direct jurisdiction and not under the secretary of the board. That efficient official is now in charge of all the clerical help of the board and does not hesitate to call in school principals without the knowledge of the superintendent, and lay the law down to them in no soft manner. This situation has caused growing resentment through the years.

Mr. Nourse is not alone in this criticism. The eminent Dr. Lee, in his final report to the board, commented on this situation in no uncertain terms. Wrote Dr. Lee on the eve of his retirement:

"I wish it to be noted as my opinion that as long as the business affairs of the San Francisco Public Schools are administered separately from the office of the superintendent there will always be, even under the most favorable circumstances, a division of responsibility which breeds the suspicion of which I have spoken. Under unfavorable conditions, the result can be disaster. That it is one or the other is determined mainly by the personalities involved, a consideration so undependable that it ought not to be a factor in so profoundly important a matter. I wish it to be further noted that the same problem is involved in the recently approved position of 'personnel technician' (since changed to the office of administrative adviser to the board of education, held by a lawyer and in effect the legal department of the board).

This officer is not now responsible to anyone, unless it be the city attorney. Inasmuch as the bulk of the questions arising center around personnel matters, it is my recommendation that the board seriously consider the advisability of including in the certificated staff, an administrative assistant directly charged with the responsibility of advising the superintendent concerning all legal matters, that such assistant, in line with the basic principle as enunciated above, be made solely responsible to the superintendent and assigned by him to such duties as are

appropriate, subject to the approval of the board."

The prediction in San Francisco today is that, if Dr. Warren asks that the business affairs of the schools be placed directly under him, thereby eliminating the two-headed control now in effect, his request will be granted by the board. He has the vociferous support of the San Francisco newspapers in this particular. The press

has at last become convinced through the words of Dr. Lee and Mr. Nourse, that this change should be made. Dr. Warren is a businessman as well as an educator. He has the double equipment needed to combine the business and the educational in his office. What he will do remains to be seen. The words of his predecessors are ringing in his ears.

What will he do?

Plan Buildings for Visual Aids

A Few Simple Provisions Now Will Save Money Later

Ellsworth C. Dent¹

The effective utilization of visual aids in all types of war and preinduction training merits the careful consideration of these teaching tools for general use in education. Officials of the Armed Forces tell us that the appropriate and extensive use of slide films, motion pictures, and other visual aids has reduced training time by 40 to 50 per cent. It is certainly time, therefore, for educators to think in terms of increasing the knowledge of pupils during the eight to twelve years which they normally spend in our schools. Otherwise, many of those who return from this war—and who will be the voters and members of boards of education—may be asking some very direct questions which will be difficult to answer.

Two Outlets Needed

It shall be the purpose of this brief discussion and those to follow to direct attention to facilities which should be included in new school buildings. Many of these facilities will be inexpensive and unimportant in the over-all cost of the school-building construction, but will be highly important when needed for the utilization

of the most effective types of teaching aids.

In one of the large cities of this country it is impractical for many schools to use electric phonographs, slide-film projectors, motion-picture projectors, radio receiving sets, and other similar devices. When the buildings were planned no provision was made for electric power sockets at the front and back of the classrooms. Local fire regulations prohibit the connecting of projection and other equipment to extension cords wired into the overhead lamp sockets. The cost of cutting through walls to wire these classrooms properly is prohibitive. The end result is that the teachers in that large city school system—who are receiving appropriate training in the use of the latest types of teaching aids—are unable to accomplish what they, themselves, consider to be the most effective results in their classrooms.

All this could have been avoided by sensible planning on the part of those directly responsible for the building construction. School architects usually know that no classroom should be constructed without adequate provisions for all those things which are considered a normal part of teaching equipment. If, on the other hand, those who are approving the plans

¹Chicago, Ill.

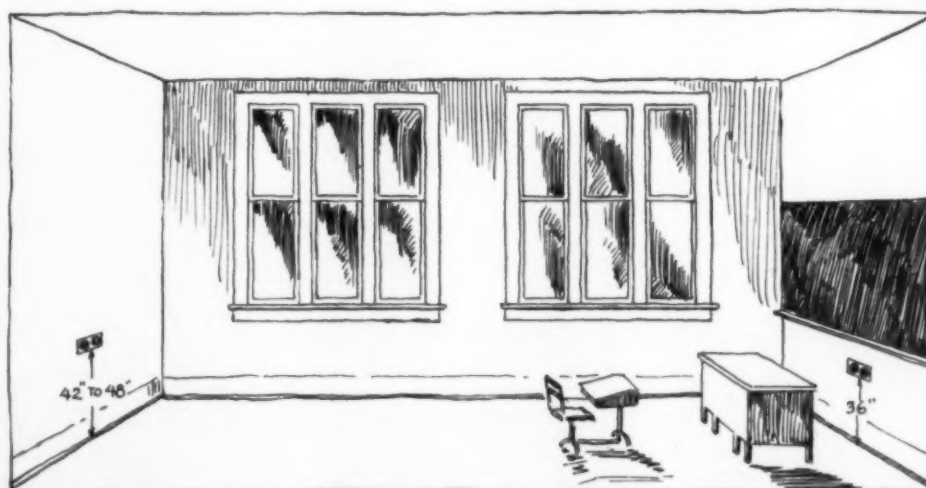


Fig. 1. An electric outlet for visual education is necessary at each end of the classroom.

insist that the small cost of extra wiring is unnecessary, the architect will, against his better judgment, follow the dictates of those who do not know the job ahead.

It is likely the situation mentioned in this one large city is duplicated many times in cities large and small. It is difficult, therefore, to understand how the administrative officials in such a situation can possibly justify their gross negligence in future planning. The majority of the types of visual aids which are being used so effectively for military purposes today have been in use in some school systems for more than 20 years. In any case, the classroom power outlet requirements for such teaching aids have changed very little if any since 1920. Many buildings which do not have adequate power outlets in the individual classrooms are much less than 23 years old.

There are two major provisions to be made for the utilization of projected teaching aids in the classroom: (1) control of interfering light, and (2) electrical power outlets. Both can be accomplished easily and inexpensively when the building is being planned and constructed.

Darkening Devices

Any of the numerous effective devices for darkening rooms may be used. If the building has a forced ventilation system, ordinary opaque shades of any color will serve very well. If there is window and transom ventilation only, it will be desirable to use a light trapping ventilator at the bottom of each window, or a shutter which will exclude light and permit air circulation. The system used can be arranged to coincide with the other features of the classrooms, and it is not necessary to achieve pitch darkness. It is important to eliminate daylight or direct sunlight, as no projector can compete successfully with either.

The accompanying sketch (Fig. 1) indicates where electrical outlets should be provided in every classroom. The double receptacle at the back of the classroom should be approximately $3\frac{1}{2}$ ft. above the floor, whereas the double receptacle at the front of the room should be just below the base of the blackboard. If a projector is used at the back of the classroom, it should be placed on a stand high enough to raise the light beam above all heads in the room; the placing of the receptacle at $3\frac{1}{2}$ to 4 feet above the floor line will avoid all interference with projection. These receptacles should be of standard type and not of a special locking or other type which will require off-standard plugs on the equipment to be connected.

The power line and fusing to these receptacles should be sufficient to provide 1500 watts of power. There are not many instances when the full available power will be used, but it is possible that two types



The Peoria Board of Education ready for a regular session. The board of education at Peoria, Illinois, reorganized July 1st, includes the following members: standing, left to right, John L. Carson, Edward G. Saur, and Joseph O. Malone; seated, left to right, Charles Kahler, N. Curtis Cation, and Frank Mehrings. — (Journal-Transcript Photo.)

of equipment might be attached to one double receptacle and in operation simultaneously. These suggested provisions, therefore, will accommodate all normal requirements for electric power in the classroom.

Consideration should be given, also, to appropriate provisions for the mounting of classroom projection screens, and for the screens themselves. Usually the molding above the blackboard may be used to mount the blackboard of an ordinary roller screen, at the front of the classroom. Some thought in planning for projection screens will eliminate possible later defacing of wood trim and plaster. The screen roller could be mounted behind an offset section of the molding, to remove it from view when not in use.

One of the major handicaps in planning of school buildings is that some of those in charge of building programs do not take appropriate advantage of the services which various equipment manufacturers are willing to provide at no cost or obligation. All these manufacturers are thoroughly familiar with requirements and their representatives are ready to act as consultants, even though there may be no immediate or early prospects for sales. Those school officials who do not make adequate provisions for projected teaching aids are building trouble for the future when teachers finally insist upon newer accepted and effective teaching tools. The administrators will find it necessary to do a lot of extra work at costs many times

what they would have been if there had been proper planning before the construction of the building.

SCHOOL LUNCHES WILL BE AVAILABLE NEXT YEAR

The War Food Administration has announced that school lunches will be available during the next school year to approximately five million children, many of whom have mothers working in war plants.

The 1943-44 lunch program, which is designed to maintain wartime diets at an adequate level, has for its purpose the protection of children's health despite dislocations in home life necessitated by the war and shortages of some kinds of food. While federal funds will finance a substantial part of the program, lunch projects will be a community undertaking and will rely on local initiative, administration, and sponsorship.

Under the program, local sponsors will organize the lunch setup, purchase the food from local merchants and farmers, and be reimbursed by the FDA for the cost of the foods served. A wide variety of nutritious products will be provided, including fruit, vegetables, milk, and meat.

Funds will be made available to schools and child-care centers in the states principally on the basis of state school enrollment and the state's participation in the school lunch program. The Federal Government will pay approximately 60 per cent of the food cost, but the equipment, labor, and supervision must be furnished by state and local agencies or civic groups.

While the program is not limited to low income children, it is the purpose to give assistance first to those schools where the greatest need exists, since the available funds may not be adequate to help all schools asking for federal aid. Any nonprofit organization may become eligible to act as a sponsor of the school lunch program. This includes school boards, legion posts, religious schools, child-care centers, parent-teacher associations, and civic and service groups.

Demobilization and Readjustment of Military Forces¹

Since the beginning of our war effort, a large number of youth who would have continued their education had there been no war have dropped out of school or college to enter the armed forces or to work in war industries or in other occupations. The number of these youth may reach several million by the time the war terminates.

Many of those leaving school or college during the war may wish to resume their education when hostilities cease. Such a development would greatly assist the man-power readjustment process. General, technical, and professional education all have a part to play in preparing people for services in the postwar world that will be profitable to themselves and useful to the community.

For those in the armed forces, voluntary education and training programs such as are now offered by the United States Armed Forces Institute will be helpful in the adjustment process. For those being released from the service, a general program of education and training will be needed, including a program for those who had entered upon an extended course of technical, professional, or higher education which was interrupted by their service in the armed forces.

¹An extremely important aspect of the entire process of demobilizing the American Army and Navy and of readjusting the personnel to peacetime living will be the re-education or the continued education of the members of the forces.

The present statement, made by the National Resources Planning Board, under the direction of a special committee headed by Dr. Floyd W. Reeves, deserves the especial attention of school boards and superintendents of schools. Unless the local school authorities take an active part in this important task, it will be handled with extremely indifferent success, if in fact failure does not occur. In the present reprint the italics and subheadings have been added. — Editor.

For those released from war industries, and for certain classes of wartime employees, of the government, a training and education program would also assist in the readjustment process.

Plans and programs should be prepared for each of these various educational needs, and provision should be made for getting each program under way, for all will be needed in some measure. The amount of education and training provided will in each case depend on the number desiring and qualifying for education and training and on the need for trained persons in the various trades, occupations, and professions. The amount of general education, as contrasted with vocational or professional education, could in each case be adjusted to the rate of unemployment, more education being provided if unemployment should develop. Of all the forms of interim employment that might fill the gap between wartime and peacetime employment, education is one of the most useful to the individual and to society. And in view of the general wartime interruption of education, such provisions would be in themselves widely desirable.

Types of Educational Services

The following types of educational services should be provided:

For servicemen desiring to resume industrial or other employment, a program of vocational and job training designed to prepare them to re-enter their old jobs or occupations or to find appropriate employment in new ones.

A program which will permit young ex-servicemen whose education on this account has been interrupted to resume their educa-

tion and will afford equal opportunity for the education of other young ex-servicemen of ability following demobilization.

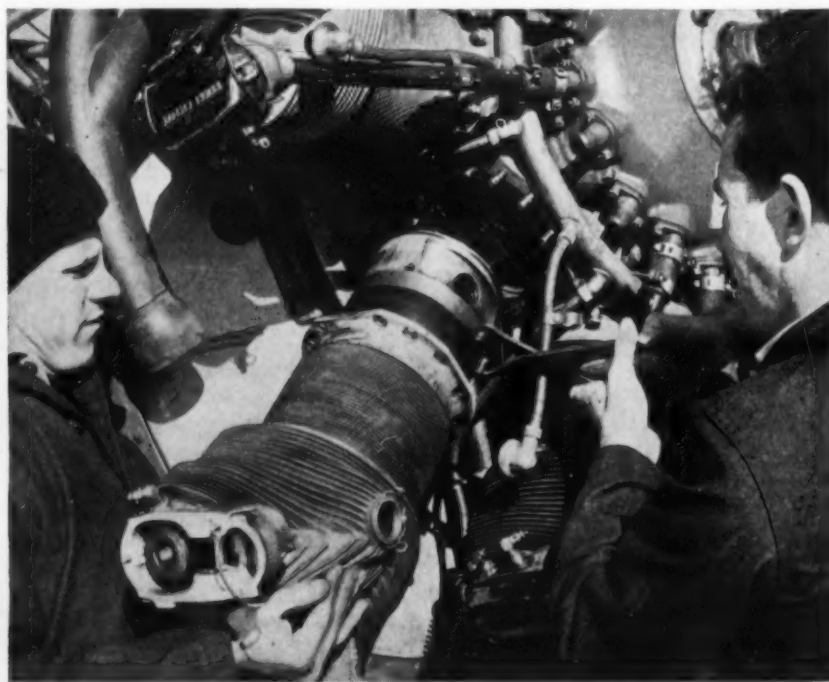
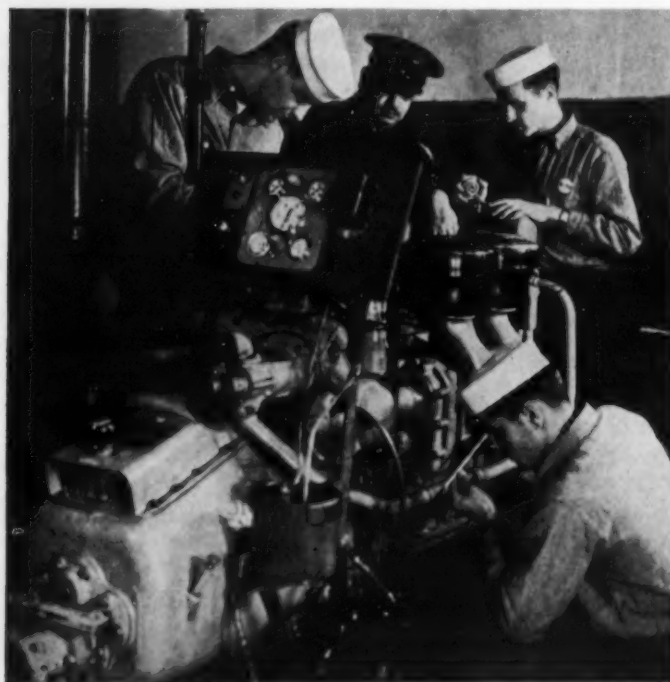
The provision of training and educational opportunities for men in foreign service and particularly for those who may for any reason be waiting for repatriation or demobilization.

The programs of the United States Armed Forces Institute and other voluntary educational services of the armed forces should be continued and expanded as a necessary adjunct to the process of demobilization. It is recognized that these existing educational services will then be directed more toward preparing men for the resumption of civilian occupations than they are at present and that this will necessarily involve a redirection of their efforts and reorganization of their programs.

The educational activities of the services should naturally be supplemented by, and become a part of, the general readjustment program in which other government services will participate. Definite provision should, therefore, be made for cooperation and exchange of information and experience between the educational services and the other government agencies, notably, the United States Employment Service, the Roster of Scientific and Specialized Personnel, the United States Civil Service Commission, the Bureau of Labor Statistics, the Selective Service System, the Veterans Administration, and the United States Office of Education.

How Put the Program Into Effect?

Full use should be made of the records in service for the direction of educational programs and for the purpose of educational and vocational guidance.



In both the Army and Navy thousands of boys are being prepared for and are engaged in special mechanical occupations necessary for the conduct of the war. Will they be retrained for peacetime occupations? — Photos of Diesel Shop, Navy Pier, Chicago, courtesy U. S. Navy.

As a policy, all training and educational programs for men in the armed services prior to their release from active military duty should be carried out under the direction of the services, and the men during this period should be subject to such regulations, disciplines, and controls as may seem necessary to the officers of these services.

Training and educational programs for those who have been demobilized should be subject to the direction of civilian authority and carried out by the regularly constituted educational institutions, and during this period the men themselves should be free from the discipline and control of the armed services.

The training resources and particularly the opportunities for observation and study that may be provided in the country or region in which men find themselves at the cessation of hostilities should be fully utilized. Foreign training is advocated not only because it will prove useful to the men but also because men so trained will be an asset to the nation. Co-operative programs for the utilization of these advantages and opportunities should be arrived at by agreement between the services and the authorities of the localities.

Comprehensive planning and economical use of educational facilities for the purposes of demobilization will require the systematic organization of educational services and educational institutions. Within this framework, programs of education will have to be developed on at least two levels, the collegiate and professional level and the noncollegiate level.

Collegiate and Professional Education

The execution of a program at the collegiate and professional level for demobilized persons who have interrupted their education to enter war service or for those desiring special courses of college grade will require a considerable amount of advance planning on the part of the Federal Government, the state governments, and each institution of higher education. The standards of eligibility and the nature of financial aid to the institutions and to the students need careful consideration. Administration machinery must be provided both for the supervision of the program and for financial controls.



Will soldiers and sailors be welcomed back to the drafting rooms and shops of industry? Will the schools meet their opportunity and duty to retrain these men?

There are, in effect, three main tasks in the prosecution of such a program: (1) over-all planning and assistance in the drafting of suggested legislation; (2) specific planning on the part of each college, university, or professional school in order to determine its particular contribution to the program; and (3) administration of the funds which may be appropriated to implement the program, and supervision of standards and eligibility requirements.

Each institution of higher education participating in the program should determine how many and what kind of demobilized personnel it can accommodate, the program which it can best offer, and the internal adjustments necessary.

The Federal Government should encourage national associations of educational institutions to develop a co-ordinated program for the education of demobilized personnel.

The Federal Government should also undertake to provide such supplementary funds for the support of education as may be needed to make possible the provision of a comprehensive educational program for demobilized personnel.

Noncollegiate Levels of Education

Education at the high school level is focalized in state departments of education, with which the United States Office of Education has close contacts.

The Office of Education should make an inventory of the facilities for specialized secondary and vocational education which may be available for postwar training.

The Bureau of Labor Statistics and the United States Employment Service should provide information regarding the prospective employment requirements of postwar industries and the types of training best calculated to equip demobilized servicemen to avail themselves of these employment opportunities.

Industrial establishments which are to be restaffed for peacetime purposes should be encouraged to develop in-service training programs and to cooperate with educational institutions in developing apprenticeship programs. In admitting trainees, definite provision should be made for the inclusion of an appropriate quota of ex-servicemen.

Such a program would call for a high degree of cooperation from the educational institutions and would also make new and unusual demands upon the Office of Education. In order that the program might be effectively carried out, the Office of Education will need to be strengthened.



By careful selection the Army and Navy have prepared men for the newest types of occupations in the field of transportation and communication. These men deserve none but the best the schools can offer for re-entry into civil life. — (Photo, University of Wisconsin Press Bureau.)

You're a Member, Mr. Janitor

Fred T. Wilhelms¹

Yes, you are an educator, Mr. Janitor, whether or not you try to be. You live in close touch with dozens of impressionable young people year after year, and you *do* leave your impression on them. You *do* have a part in their education. How are you playing that part? Well, let's look for a little while at the power you have, and your chances to help educate the children of your school.

You Set Standards

First of all, of course, you are the housekeeper of your school. And, it's very likely that the house you keep is one of the finest buildings in your community—the finest place, perhaps, that many of your pupils have ever known intimately. Perhaps they come there from poor, drab homes; and if it weren't for their contact with your school, they would scarcely know there is anything better in the world than the wretched places in which they live. Their life in school can give those youngsters a wholly different picture of what life should be like. The house you keep sets a pattern for them—a pattern that will remain with them as long as they live.

Others of your pupils come from good or even fine homes. Your school may not serve quite so much as a model to them.

But all that doesn't matter. One fact remains: Whether your building is fine or ugly, whether your pupils come from fine homes or ugly ones—you keep the house they live in day after day, year after year. You may not be conscious of it, but as you go about your work, you are helping build in all the pupils certain ideas of cleanliness, of good taste, of craftsmanship.

Johnnie lives in a gray old house on the edge of town. His father is a baling-wire mechanic, and his mother is tired. Don't ever think his eyes don't open at the fact that the washbowls at school are always clean and white and the floors light and polished. And that, when he sees you fasten a bracket with screws, instead of shingle nails—and even start the screws with a brace and bit—his ideas of home mechanics don't change a little.

Or does he see you drive a nail in the plaster to hang the new class picture in the study hall? And does he come to take it for granted that there will be dirt under the radiator? If he does, it's going to make some difference in the way he chooses to live from now on.

Of course, it isn't just inside the building that your work is important. Do you realize how much you influence the youngsters' standard of living when you keep the schoolyard clean and neat, the lawns fresh and green, the trees and shrubs correctly trimmed? Do you

think boys and girls can live in surroundings like that, and not come to think that's the way a yard should be?

Or are they going to look back in after years to a barren yard, littered with papers, and apple cores? Is that going to be part of their picture of the way life ought to be lived? It's going to make a difference.

Effects of Your Housekeeping

Maybe we ought to mention here, too, the possible influence of your housekeeping on matters of safety and economy. Do you know how to put up really safe temporary wiring for the class play or the carnival? And can you make the students see and feel that it has to be that way? Or is your light cord in the furnace room hanging over a nail in the ceiling?

Do you have a keen eye for hazards out on the playground? Do you remove all the projecting bolts and nails that might injure tender little bodies? In the schoolhouse, do you keep stairs and hallways clear of things to be tripped and fallen over?

And how about fire prevention? When your superintendent holds a fire drill or delivers a lecture on fire prevention, does he have to apologize in his mind because your supply closet is full of oily rags and mops, the electric wiring is poorly installed, and the school is one of the worst fire hazards in town? The way you do your job can effect far more actual teaching of fire prevention than your superintendent can hope to do by talking about it.

You Influence Students' Choice of Vocations

So much for the influence of your workmanship on your students' standard of living. But there's another slant on the thing that may never have occurred to you.

Far too many of our high school graduates want to get into the white-collar vocations. Why, about half of them think they ought to enter the professions, and at the same time they are slipping away from the skilled trades, where there is a shortage that is adding to the tragedy of the war.

A good many of us think this is largely the result of imitation; all through school they see teachers—white-collar workers—who are well dressed, and rather polite and polished. And they decide they want to be like those teachers.

But they see you every day, too, Mr. Janitor. In school, you are the representative of the workingman, the skilled mechanic, the craftsman. You've a chance to make the lines of work you represent look attractive, too. You can be a living example of the happiness and the prestige of a good, competent workman.

Is that what you are doing? Or are you,

maybe, playing the role of the horrible example? Are you the one adult in the whole school whose manners aren't what they should be, whose speech isn't quite clean, whose habits don't connote cleanliness and self-respect? Are you the eternal proof, to a lot of impressionable adolescents, that it's better to be a white-collar worker than to get one's hands dirty? Well, if you are, you may be doing your bit in pushing many a youngster into poverty-stricken mediocrity after this war, jerking sodas or selling insurance, when he could have lived happily as a rugged, skilled craftsman, a respected member of his community.

You Affect the Morale of the School

How good a disciplinarian are you?—Oh, I know, it isn't your job to take unruly pupils into the repentance room and punish them. While "disciplining" pupils may not be a recognized part of your job, still there is no getting around the fact that you have excellent chances to help keep pupils behaving well.

The way you keep house can be a great power in improving pupil morale. Good housekeeping tends to eliminate a good many of the problems that arise from destruction of school property by pupils. They just don't seem to be so reckless with a well-kept building as they are in a neglected one. After all, children are imitators; and they treat things more or less as they see those in charge treat them. They aren't nearly so likely to draw pictures on clean walls as on walls that already have pictures. And nothing seems to tempt them to destructive play quite so much as desks, or doors, or playground equipment that are already half broken. They seem to attack those things as naturally as they pick at a scab.

But we've talked about your housekeeping before. We are thinking now of your direct influence on pupil conduct. Do you have a knack for stopping trouble before it starts, by just happening along at the right moment and good-naturedly shooing the gang away from the trouble spot? Can you start some new, interesting activity or a friendly conversation, now and then, to ease off a tense situation?

Or do you maybe stalk darkly through the halls and into the toilets, just hunting for trouble? Are you an ogre to the small boys? On the other hand, do you avoid seeing any trouble at all; are you a weak sister who "kids" with the students, and lets almost anything happen.

Sensibly, you ought to try to fit in with the best policy of the school system, with regard to disciplinary matters. You have an opportunity to guide youngsters along toward good citizenship and good manhood and womanhood, but you can do it only if you are their friend and they admire you.

You Know the Community

One of the biggest problems teachers face in guiding pupils is how to get information about them, for they can't guide them very

(Concluded on page 77)

¹Director of Secondary Course Construction, University Extension Division, University of Nebraska.

In a
of the
tion of
Colleges
esting a
could n
cause of
In this
cussion
question
in fact
and "W
the fac
tion?"

The
cluded
discussi
less and
sociatio
schools
associat
cause t
of their

Facu
32 scho
pose of

Each
15 topi
these t
meeting
cipal, c
ings of

Indiv
and tea
teacher
small
topics
of list
cussion

1. Gu
2. Pup
3. Tea
4. Cu
5. Gra
6. Ev
7. Me
8. Soc
9. De
10. Ed
11. Ad
12. Ho
13. Ex
14. Ed
15. Ed

In
were r
motin
comm

¹Sup
stant
North
²We
Group
tion fo
sertatio
Quarter

Faculty Meetings in Small High Schools

C. A. Weber¹

In a recent investigation under the direction of the Sub-Committee on In-Service Education of the North Central Association of Colleges and Secondary Schools² many interesting and useful facts were discovered which could not be included in the final report because of the extensiveness of the field covered. In this paper the writer has confined the discussion to two interesting and important questions, namely, "What topics are discussed in faculty meetings in small high schools?" and "What are some of the implications of the facts discovered for school administration?"

The study made by the subcommittee included schools of all sizes and types. In this discussion only schools having 10 teachers or less and accredited by the North Central Association are included. There were 32 such schools located in each of the states of the association and selected for the sample because they represented the "better" schools of their size group in the association.

Faculty meetings were used in 31 of the 32 schools of the "small" group for the purpose of promoting teacher growth in service.

Each of the 32 schools was given a list of 15 topics and asked to indicate how frequently these topics were discussed in three types of meetings, individual conferences with the principal, committee meetings, and general meetings of the staff.

Individual Conferences

Individual conferences between the principal and teachers were reported as used to promote teacher growth in service by 29 of the 32 small high schools. In these conferences the topics listed below were discussed. The order of listing is the order of frequency of discussion.

1. Guidance
2. Pupil problems
3. Teacher problems
4. Curriculum problems
5. Grades and marks
6. Evaluation of present practices
7. Methods of teaching
8. Social and economic problems
9. Democratic school practices
10. Educational philosophy
11. Administrative policy
12. How children learn
13. Experiments in education
14. Educational magazine articles
15. Educational research

Committee Meetings

In 30 of the schools committee meetings were reported as used for the purpose of promoting teacher growth in service. In these committee meetings the following topics were

discussed in the frequency of their order of listing below:

1. Pupil problems
2. Curriculum problems
3. Guidance
4. Teacher problems
5. Grades and marks
6. Democratic school practices
7. Evaluation of present practices
8. Methods of teaching
9. Social and economic problems
10. Administrative policy
11. Educational philosophy
12. Experiments in education
13. How children learn
14. Educational magazine articles
15. Educational research

General Staff Meetings

Thirty-one of the 32 schools reported that general meetings of the staff were used to educate teachers in service. In these meetings the frequency of discussion of the 15 topics was as follows:

1. Curriculum problems
2. Pupil problems
3. Guidance
4. Grades and marks
5. Democratic school practices
6. Administrative policy
7. Social and economic problems
8. Evaluation of present practices
9. Teacher problems
10. Educational philosophy
11. Methods of teaching
12. Educational magazine articles
13. How children learn
14. Experiments in education
15. Educational research

Study of the composite of the three previous tables is illuminating, especially when the actual frequency of discussion is presented. Each school was requested to use the numbers 4, 3, 2, 1, and 0 to indicate that a given topic was discussed "very frequently," "often," "occasionally," "some," or "never." In the three types of meetings, individual conferences, committee meetings, and general meetings of the staff, the 15 topics were discussed as follows:

Topic	Index of Frequency
Pupil Problems	2.64
Guidance	2.47
Curriculum problems	2.41
Teacher problems	2.10
Grades and marks	2.08
Evaluation of present practices	1.92
Democratic school practices	1.91
Methods of teaching	1.78
Social and economic problems	1.76
Administrative policy	1.72
Educational philosophy	1.51
Educational magazine articles	1.49
How children learn	1.37
Experiments in education	1.12
Educational research	0.87

Some Implications for Administration

Examination of the data presented reveals that the small schools which were included in this inquiry certainly put the cart before the horse. They relegate the study of how children learn, of experiments in education, and

of educational research to the last places while attempting to solve problems pertaining to pupils, guidance, and the curriculum. This, on the face of things, seems unintelligent procedure. It appears that the small schools studied are "shooting in the dark" in their attempt to solve pupil problems, plan a guidance program, and reconstruct the curriculum.

Teachers are engaged in activities primarily for the purpose of enabling children more easily to learn. They are concerned chiefly with *learning* as an activity. They are supposed to be more informed about how children learn than any other profession. Does it not seem strange that in all three types of meetings that "how children learn" is relegated to a very minor position as a topic for discussion? Does it not seem strange that "how children learn" is seldom a topic of discussion among those whose chief responsibility it is to guide the learning of children?

School administrators and teachers should put first things first by making their major topic of study "the nature of the learning process." Probably pupil problems, guidance, curriculum problems, teacher problems, and school marks would more easily be solved if such a new approach were attempted. To understand how human beings learn is basic to the attainment of professional competence. To understand the nature of the learning process teachers must constantly be studying experiments in education and the results of educational research. Yet these last two topics rank even lower on the frequency scale than "how children learn" as topics for staff study. There is little wonder that teachers are often looked upon as job holders rather than as professional men and women.

What is said about teachers includes school administrators, for they, too, are concerned primarily with learning. Too often school executives consider their responsibilities as chiefly that of the financial management of the schools. Important as this is, the whole financial structure of the school is designed for only one purpose, namely to enable the community to provide adequate and effective learning experiences for the youth. School administrators who cannot converse intelligently and understandingly upon the question of the nature of the learning process are like managers of hospitals who are ignorant of the nature of pathological conditions in men and curative measures. Administrators of small schools can render a great service to youth, to themselves, and to their teaching staffs if they will encourage study of available research and literature relative to how human beings learn.

The writer can think of no better program for a group of high school teachers for the new school year than that of making a co-operative study of the latest findings regard-

(Concluded on page 77)

¹Superintendent of Schools, Galva, Ill. Research Assistant for the Sub-Committee of In-Service Education, North Central Association.

²Weber, C. A., "Techniques Employed in a Selected Group of Secondary Schools of the North Central Association for Educating Teachers in Service," Doctoral Dissertation, Northwestern University, 1942. See also *N.C.A. Quarterly*, July, 1942.

THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

Better Federal Service

THE appointment of Dr. Ray L. Hamon as specialist in school-building problems in the U. S. Office of Education gives promise of a new high type of service for state and local school authorities confronted with problems of planning and erecting school buildings in the immediate postwar period. Dr. Hamon has had a wide variety of experiences in helping local school boards develop satisfactory building plans and in advising state supervisors of school building services concerning state regulations. He has been the active factor in the Interstate School Building Service of the southern states and recently has supervised the activities of the U. S. Office in the planning and construction of school plants in war-industry boom communities. From the high vantage of the U. S. Office, Dr. Hamon should be able to view tendencies in school-building planning and construction, to give sound advice on state legislation, to gather and provide information on a nationwide basis, and generally to make the U. S. Office a strong influence for uniformly better educational planning, safe construction, adequate financing, and improved school-plant equipment and operation.

The U. S. Office needs a Division of School Business Administration, headed by a thoroughly experienced school-business executive and staffed by men competent to give advice on school-plant operation and maintenance, school finance and accounting, purchasing, management of nonteaching personnel, and general business management.

Dr. John Studebaker and his present staff have raised the leadership and influence of the Office of Education to a higher level than it has ever occupied. They have done this in spite of political and bureaucratic opposition made powerful by the war situation. Local school authorities have a present duty to see that the Office is supported and that its staff is enlarged to include specialists in school-business administration.

Meeting Enduring Needs

A PRIMARY problem of the planning for peace will be the readjustment of education to meet the need of the returning soldier and of the civilian population of America, to raise social and economic standards, and to better our democratic instrumentalities of government. In this connection, the

Commission on Liberal Education of the Association of American Colleges has issued a report in the course of which attention is called to "enduring human needs" that must be taken into account:

If an educational program is to be of genuine service to the men and women of the postwar world it must, then, perform two functions simultaneously. It must take them *as they are* and appeal to their immediate desires and special needs, and it must also provide for their common and enduring needs *as human beings* in a postwar society.

Their immediate demand will be for freedom from restraint, work, family security, peace, and escape from the dislocations of life in war. But without wise help and guidance this freedom will easily degenerate into license.

They will, of course, want a "good" job, but many will not know their own capacities and the opportunities actually open to them well enough to choose a job or train themselves for it wisely.

They may marry and have children without achieving the happiness they expect because they are unaware of all that a successful marriage requires in the way of mutual understanding and forbearance, effort and restraint.

They may pay too high a price for security, or so conceive of it as to deprive themselves of initiative and responsibility.

They may be tempted to think of peace negatively, as mere absence of conflict, rather than positively, as an opportunity for cooperative human effort.

They may fail to find any work that they feel themselves prepared to do and by which they can support themselves.

They may, in a very natural desire to put the war behind them, turn their backs on some of the realities and basic values of human life.

Such dangers can be avoided only by a program of education which clearly envisages the enduring goals and purposes of men and women as human beings. Colleges, which have had the experience of carrying on the work of education from generation to generation, have the special responsibility of providing the right sort of program to meet these common and permanent needs.

Not All Loss

TO THE school-business executive the war will not be all loss if heed is given to the lessons taught by the daily and monthly experiences of adjusting school-business practices to the lightninglike changes of the home war fronts. It is true that many of the war agencies controlling the civilian adjustment to the fighting needs of the country have been failures; the confusion has been continuous; greed and political advantages have caused men and administrative offices to lose perspective and to forget their primary responsibilities.

The local and state school administrations have given magnificent examples of willingness to serve and of ability to conform. One city school district after the other has shifted from an easygoing peacetime gait to a swift, businesslike pace of

new practices in its essential activities. The war economy has not developed new principles of school-business administration. It is possible and more than ever necessary to follow the best established methods of managing insurance programs, of holding to sound budgeting practices, of seeking better accounting standards.

But entirely new approaches have been necessary to the employment of nonteaching personnel, to their training in service, and to their supervision. Unless janitors, clerks, and servicemen and women are recognized as important to the success of the instructional program, are adequately paid, sympathetically and helpfully trained and supervised, much of the good work of teachers in the classroom will be harmed.

The difficulties of buying school equipment, teaching supplies, and school-plant maintenance and repair materials promise to deepen during the coming winter. They may lighten next spring when the production of war materials is over the hill and greater allowances of civilian goods can be made. Until that time arrives the purchasing departments must forget their stiff formalities and accept usable substitutes. Every effort must be made to find sources of supply and to make school orders attractive by courteous relations and prompt pay.

The most attentive management of the school plant seems to be a growing duty; especially is this true of the heating and ventilating apparatus, of the plumbing, and of the building hardware. Prompt repair is the only answer to even slight failures and breaks.

All in all, the wise school-business executive will carefully note the worth-while methods which the war necessity has forced upon him and will carry these over into his peacetime practices.

Do Mass Meetings Settle School Problems?

IT IS an everyday fact that the board of education is exposed to public scrutiny more than any other governmental agency in a community. A constituency of parents and taxpayers feels itself close to the public schools and, therefore, keeps a watchful eye on those who govern them. Thus, it is not unusual that a mass meeting is called in a community to voice a protest against some action taken by the school board. The latter has done something which has displeased somebody and that somebody has aroused a group of citizens into a spirit of protest. Those who are marshaled into action may be well intentioned and sincere and yet wholly uninformed or misinformed as to the true status of the case. But, a rumor once started gains momentum with each hour and must spend itself in some manner. A mass meeting promising startling revelations and setting right a wrong intrigues many well-intentioned people.

But
taught
public
air diff
knowl
in a d
to find
public
heated
findings
An I
patient
local b
course,
nor sh
criticis
quietly
commu
getting
getting
Most
reason
air grie
dent, a
a citize
are in
to app
an adj
differen

Tha
SCHOO
may fe
cause
perien
teacher
well ta
industr
people
The
offer b
the tra
quate p
ing ol
present
the at
industr
Super
resourc
foreme
and ab
them s
ways o
factory
be mac
of prin
problem
of con
arrang
gested
ing of
casual
to be
necessi

Begi
Loan c

But what happens? Experience has taught that in nine cases out of ten, a public mass meeting is not the place to air differences whose settlement requires a knowledge of all the facts and conditions in a dispute and calm and judicious minds to find the solution. The psychology of a public mass meeting usually means a heated debate—not just and workable findings.

An Illinois editor who had become impatient with a mass meeting attack on his local board of education recently said: "Of course, no executive or teacher is perfect, nor should they try to be above public criticism. But an issue that could be settled quietly often develops into a cat-and-dog community fight and results in somebody getting his head chopped off and everybody getting unduly excited."

Most mass meetings are called without reason or actual hope of doing more than to air grievances and to punish a superintendent, a teacher, or a board member. Where a citizen believes that the school authorities are in error, it is wiser and more tactful to approach them directly and thus secure an adjustment of the real or imaginary differences.

That New School Personnel

SCHOOL boards and their executives who may feel inclined to pity themselves because they must contend with new, inexperienced, and even inadequately trained teachers and nonteaching employees may well take a leaf out of the book of the war industries and resolve to train these new people on the job.

The training methods of industry may offer but few suggestions for imitation in the training of young teachers with inadequate professional education or for refreshing old teachers and adjusting them to present-day standards and methods. But the attitudes and the aggressiveness of industry can be accepted.

Superintendents and principals can be as resourceful as shop superintendents and foremen in discovering the shortcomings and abilities of their new help; in treating them sympathetically, and in devising new ways of making them do reasonably satisfactory jobs. The school environment can be made congenial by expressed willingness of principals and fellow teachers to discuss problems and to give help; special types of conferences and demonstrations can be arranged; practical readings can be suggested. In other words, the in-service training of teachers can be stepped up from a casual aspect of planning to a major duty to be carried out with the vigor of a war necessity.

The Third War Loan

Beginning September 9, the Third War Loan campaign will be undertaken by the



EDUCATION'S GREATEST ROLE

United States Treasury. In this connection, the schools have two important duties:

School-board members, administrative executives, principals, and teachers—all have a personal obligation to contribute work to the success of the campaign and to buy bonds.

The investment is the best type of help on the home front. Whatever may be done to encourage children to buy stamps toward the ultimate purchase of a bond is education in good citizenship in action.

School boards have the further duty of investing idle school funds in U. S. war bonds. Such investments will be particularly valuable for the inevitable school-building programs which will be undertaken after the armistice.

The Second War Loan was a partial failure when it is remembered that the public bought only \$1,500,000,000 and the banks bought \$11,500,000,000. The greater part of the Third War Loan should be subscribed by the people.

EDUCATION GUIDED BY LAYMEN

"The educative process is largely in the hands of laymen. Whenever a school system gets out of tune with the ideas of the thinking people of the community, it changes to meet those ideas. There is no one way of running a school system.—Supt. G. Earl Watson, Wauwatosa, Wis.

EDUCATION'S PART IN THE WAR

Education is the backbone of training and this war is to be won on the training front. The war will be won by brains, knowledge, skills, co-ordination and teamwork back of the fighting we are prepared to do. This is the training our education program can supply.—Supt. W. H. Van Dyke, Campbell, Calif.

CITIZENSHIP RESPONSIBILITY

"This is a strategic time for action. We can have no effective democracy on a national scale if the sources of democratic action on the local front are corrupt or even just plain inefficient. It is locally that we develop the practice of popular government and produce leadership for the state and nation. If we cannot manage local affairs well there is little promise of success on a national scale. If then we are in earnest about the success of the democratic way in the nation and in the world we have a job to do right at home."—C. A. DYKSTRA.

St. Louis Salary Schedule for Noninstructional School Employees

The board of education of St. Louis, Mo., has recently considered a new salary schedule for noninstructional school employees, which includes 15 different groups of employees, as well as a number of miscellaneous positions in which the employees are serving on a temporary or intermittent basis.

The schedule was prepared by the comptroller of the board, Mr. James J. Lee, with the assistance of Mr. Paul Dougherty. In all the study applied to 3930 noninstructional employees, of whom 1190 holding some 238 types of jobs in the (1) auditing, (2) buildings, (3) finance, (4) instruction, (5) supply, (6) comptroller's departments, were classified. The study which covered a period of four months was carried on under the difficulties of the war situation, and the schedule was adopted after numerous hearings had been held and a great variety of recommendations had been received.

The study found that some 37 pay-roll titles existed at variance with the actual duties performed by the incumbents. Thus 41 "clerks" in various grades were actually stenographers and should have been classified as regular or senior stenographers. An "assistant to the building commissioner" was found doing the work of a senior clerk under the superintendent of shops; five "clerks" are actually bookkeeping machine operators, etc. Some important jobs were classified and paid for at much lower levels than they deserved, while distinctly simpler and easier types of work with little or no supervisory responsibility were given high ratings and were paid accordingly.

The reclassification required considerable courage, particularly in view of the war situation. The new schedule calls for 144 decreases in pay, of which 94 apply to positions paying \$2,000 or more annually, and 118 to jobs paying \$1,800 or more. No reductions have been made in salaries below \$1,500. Ninety-three increases were provided, of which 68 are for positions paying less than \$1,500 annually, and 88 for positions paying less than \$1,800.

The New Schedule

The new schedule, as arranged, indicates the title of the position served by the employee and the monthly salary range which applies, regardless of the period served in any one year. In some cases, in which the employees work on a temporary basis, the schedule calls for a definite rate of compensation per hour for each position which may include a number of workers.

In the preparation of the schedule, an effort was made to take into account definite recommendations regarding classification of positions. The schedule takes into account (1) the nature of the work performed by each individual, (2) the distinguishing features of the work performed, (3) illustrative examples of work, and (4) special requirements to qualify for the work.

Rules Governing Classification

The rules under which the schedule and classification are put into effect forbid the

payment of any employee at a rate lower than the minimum or higher than the maximum of the salary range established for the grade and class of the position. The minimum rate of pay for a class is given upon original appointment.

When an employee is transferred, promoted, or demoted his rate of pay for the new position is determined as follows: (a) If his previous pay was less than the minimum rate for the new position, his actual pay will be advanced to the minimum for the class of the new position. (b) If his rate in his previous position was higher than the maximum for the class of the new position, his pay will be reduced to a point within the range of the new position as determined by the appointing officer.

Subject to limitations of appropriations provided, the pay of any employee may be increased at the discretion of the appointing officer up to the maximum rate for the class, at any time following six months' satisfactory service.

The salary paid in any classified service represents the total remuneration for the employee, not including travel, or automobile allowances. In general, pay may be received for general duties imposed or volunteered within a time limit of the employee's regular work. For overtime, an amount proportionate to the actual time employed must be paid.

Under the rules, a favorable method of adjusting the pay of present employees has been made during the period of initiating the new schedule. The appointing officers who find it necessary to add a new class to the classification plan may do so subject to the approval of the comptroller and of the board of education.

Noninstructional employees who work 12 months during the year are allowed uniform vacation leaves on the basis of 1½ working days for each calendar month served. Department heads may grant additional vacation as overtime leave, but the total of such vacation and overtime leave may not exceed 36 days in any one year.

The Monthly Pay Schedules

Clerical Group: Clerk, \$95 to \$125; intermediate clerk, \$130 to \$165; senior clerk, \$170 to \$225; supervising clerk, \$230 to \$300.

Executive Group: Assistant department head, \$310 to \$400.

Stenographic Group: Stenographer, \$100 to \$130; senior stenographer, \$135 to \$165; private secretary, \$190 to \$220.

Accounting Group: Intermediate accounting clerk, \$125 to \$160; senior accounting clerk, \$165 to \$200; accountant, \$200 to \$240; supervising accountant, \$270 to \$325; field auditor, \$125 to \$160; special auditor, \$270 to \$325; cashier, \$165 to \$200.

Supply Group: Storekeeper, \$105 to \$125; assistant supervising storekeeper, \$130 to \$150; supervising storekeeper, \$155 to \$180; chief buyer, \$275 to \$340.

Machine Group: Bookkeeping machine operator, \$100 to \$130; key punch operator, \$100 to \$130.

Attendance Group: Attendance officer, \$130 to \$165; co-ordinator, \$230 to \$300.



Dr. Albert A. Asleson
President, Board of Education,
Redwood Falls, Minn.

Dr. Asleson, who began his twenty-fourth year as a member of the school board of Redwood Falls, Minn., on July 15, has been a member of the board since 1910. In 1917 he was elected president and served until the completion of his term in 1922. He was re-elected in 1932, and was again chosen president in 1933 and is still serving in that capacity.

Dr. Asleson is given considerable credit for the fine school plant of Redwood Falls. The schools are housed in a \$600,000 plant which was completed in 1938. The main structure has two auditorium-gymnasiums, two handball courts, shower rooms, music rooms, and adequate quarters and facilities for all special departments. Among the special features of the building are (1) a sound correction system, (2) a central sound system with radio and phonograph features, (3) classroom lighting control system. Every effort is made by the school board, the faculty, and the student body to maintain a level of teaching and learning in keeping with the school plant.

Hygiene Group: School physician and dentist, \$210 to \$285; school nurse, \$140 to \$175; school nurse and audiometrist, \$180 to \$200; supervising nurse, \$210 to \$250; bath attendant, \$100 to \$140; nursery attendant, \$100 to \$140; bus attendant, \$110 to \$150.

Drafting Group: Draftsman, \$190 to \$220; chief draftsman, \$300 to \$350.

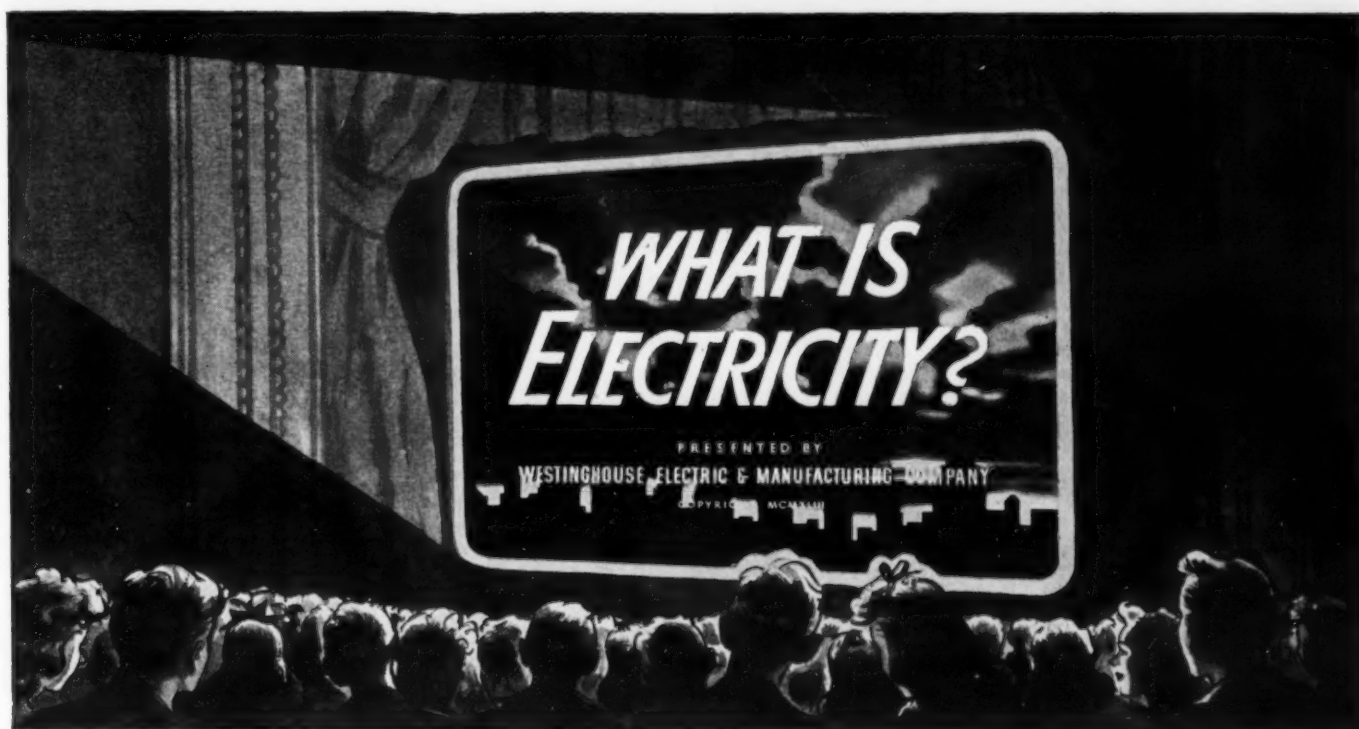
The Work Analyses

The work of each employee has been carefully analyzed so that every employee may be classified, or limitations of his job defined, and the salaries fixed. A typical outline of an employee's job is as follows:

Second Engineer: Kind of Work: Minor supervisory and skilled mechanical work in the operation and maintenance of high pressure steam power plants and ventilating equipment.

Distinguishing Features of Work: An employee in this class supervises a group of employees in the operation, maintenance, and repair of machinery, boilers, and mechanical equipment on an assigned shift in a high pressure heating plant. The work is performed under the supervision of a first engineer.

A similar outline has been prepared for the first engineer, senior engineer, and for the chief engineer, and in fact for all employment types. In each case the special and general responsibilities and requirements of work are stated.



This new sound motion picture meets an important need of your schools and your community

Never before has a knowledge of electricity been so important to every American.

It is doing hundreds of new and important jobs in new ways, for the armed forces and civilians. It is serving us on land and sea and in the air, in homes and factories and on farms.

In regular and adult classes, schools are providing for hundreds of thousands of men and women and boys and girls who are studying electricity, to help them do their jobs better, to prepare them for army or navy or industry.

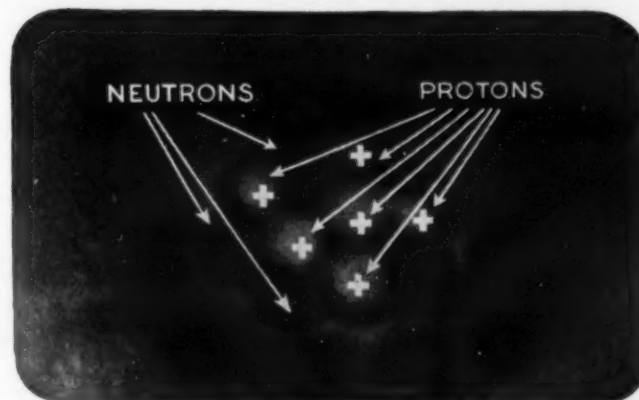
They all want—and need—more than simple instruction on common uses of electricity. They want to know the fundamental facts on which these uses are based—the theory and principles, as well as the practical applications.

Then, when the occasion arises, they can apply this knowledge to new situations—they can figure things out for themselves. The most practical knowledge they can get is a sound understanding of theory.

That is what this film gives them.

The basic facts are all there, told in words and animated drawings, with a clarity and effectiveness that cannot be achieved except through this motion picture technique.

"What is Electricity" is available on both 16 mm



"What is Electricity" makes extensive use of animated drawings. By this method relatively complex phenomena can be expressed clearly. At the same time the motion itself holds student interest to a degree that would be impossible with a static diagram.

and 35 mm film. It is loaned free to schools, or prints can be purchased at small cost if you wish to add it to your permanent film library.

Write to School Service, Westinghouse Electric & Manufacturing Co., 306 Fourth Ave., P. O. Box 1017, Pittsburgh (30), Pa.

Westinghouse

PLANTS IN 25 CITIES OFFICES EVERYWHERE

Preinduction Training—1943

Contemporary wartime conditions make almost every physically able 16- or 17-year-old high school boy a prospective inductee, and such a status creates new priorities for what the schools must do to help their students to serve their country. High school administrators are faced with the problem of providing the most effective and efficient immediate training for boys who will be pushed from high school studies directly into a mature and highly specialized training program. But teachers and administrators can help fill the gap that the teen-age draftee must face by accustoming him to military ways in a preinduction training program.

Observation has proven that the men who enter the army trained in advance for their work and life as soldiers get more benefit from their postinduction training and become more competent soldiers in a shorter time. The Civilian Pre-Induction Training Branch of the War Department realizes this and hence has carried on extensive research to discover the soldier's needs which can be met wholly or in part before his induction and makes these needs known to the schools. Through this research and these discussions high schools, vocational schools, technical schools, and other civilian agencies can help prepare prospective inductees for their work and life as soldiers.

In 1942, approximately 600,000 high school students studied preinduction courses in fundamentals of electricity, radio, and machines; shopwork and automotive mechanics; driver education; army clerical procedures; and Morse code. In offering these courses schools followed the recommendations of the War Department and used bulletins prepared by the Civilian Pre-Induction Training Branch in cooperation with the U. S. Office of Education.

Although it is entirely voluntary, the school and student both may decide how and to what

extent they offer and take the preinduction training, which in many cases will provide a valuable basis for specialist training because of the order issued by the Secretary of War to officers responsible for classification and assignment requiring that they record any preinduction training on the inductee's permanent record.

The year 1943 has brought an added emphasis on the vocational and prevocational training, which have within the year become more necessary than ever. Recent investigations reveal, however, that there are other needs, common to every soldier, which schools must also help meet. Studies of Army life, Army training, and Army fighting show that every prospective inductee is helped if: he feels that this is his fight; if he knows about the causes of war, its conduct, and what is at stake; he knows in advance about entering the Army, Army life, Army organization, and Army training; he is physically fit and has habits and attitudes about healthful living that will enable him to live well in the army; he has command of basic language skills in reading, writing, speaking, and listening; and he has command of basic mathematical skills.

No special teachers are needed to install the expanded training program in the schools. Social studies teachers—those concerned with health, biology, physical education, hygiene, and home economics—language arts teachers, mathematics teachers, and others can do effective preinduction training just by focusing their courses on the skills, knowledges, and attitudes which the prospective inductee needs.

The Civilian Pre-Induction Training Branch is convinced that each school is best informed on how to redirect their own program, but in order to aid the administrators faced with this new problem, the branch in cooperation with the United States Office of Education has prepared various bulletins which state the

Army's needs with enough suggestions about teaching possibilities to make the nature of the need clear. The following titles comprise the list: PIT-1: Pre-Induction Training for the Army; The Guidance of Prospective Inductees; Pre-Induction Needs in English; Pre-Induction Needs in Social Studies; Pre-Induction Needs in Mathematics; Pre-Induction Needs in Health; PIT-330: Pre-Induction Training in Vocational Schools, Vocational Departments, and Trade Schools; PIT-331: Pre-Induction Vocational Training in Auto Mechanics; PIT-332: Pre-Induction Vocational Training in Aircraft Maintenance; PIT-334: Pre-Induction Vocational Training in Electrical Signal Communications; PIT-101: Fundamentals of Electricity, A Basic Course; PIT-102: Fundamentals of Machines, A Basic Course; PIT-103: Fundamentals of Shopwork, A Basic Course; PIT-201: Fundamentals of Radio, An Applied Course; PIT-202: Fundamentals of Automotive Mechanics, An Applied Course; Pre-Induction Driver Education in Schools and Colleges; Army Clerical Procedure, A Pre-Induction Outline; Basic Radio Code Kit; Introduction to the Army: Bulletin for Use by Community Groups.

Additional help in determining and enforcing the program can be obtained through each state department of education by calling on the field officers of the Civilian Pre-Induction Training Branch. One officer has been assigned to each Service Command to assist schools and other civilian agencies in all matters pertaining to preinduction training.

Recognizing that the more able boys—probably those who can score in the upper 20 per cent of the national norms of scholastic aptitude tests—should be given a rich and sound background in science, mathematics, languages, history, and English in order that they may be utilized more effectively by the government in its specialized training program, it is recommended that special care be given these exceptional students in order that they may benefit of the best the school has to offer. The other 80 per cent will need functional skills in general education and vocational or manipulative skills.

Officers in the Army responsible for training men have one motto which they keep ever before them: "Be sure that no American soldier is killed or injured because you failed to provide adequate training." Schools can well have this as their standard when they consider whether and how to offer preinduction training to their teen-age students.

NEWS OF SCHOOL OFFICIALS

◀ VERNE E. SUTTON has been elected secretary of the school board at Rochester, Mich. He succeeds H. A. George who has retired after a service of 24 years on the board, 23 of which were given to the work of secretary.

◀ The school board at Highland Park, Mich., has reorganized with Mrs. HELEN S. FIELD as president; WILLIAM HILL as vice-president; FREDERIC T. HARWARD as secretary; and CRAWFORD S. REILLEY as treasurer. The other members of the board are Dr. JOHN M. DORSEY, WILLIAM LUEDDERS, and LOY SALSINGER.

◀ Dr. EDWIN V. ASKEY has resigned as president of the board of education at Los Angeles, Calif. Dr. Askey has resigned in order to give his entire time to the practice of medicine. He was elected to the board for a four-year term in May, 1937, and in 1941 was re-elected for a second term.

◀ GEORGE GOODNIGHT has been elected president of the school board at Frankfort, Ind. CLAUDE MAXON was named treasurer, and LANCE HARLAN, secretary.

◀ LAWRENCE PARKER has been elected president of the school board at Shelbyville, Ind.



Practical Electricity is important in Pre-Induction Courses. — (U. S. Signal Corps Photo.)

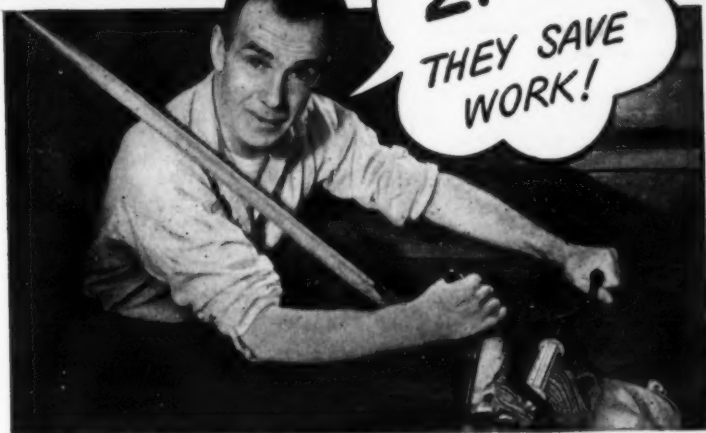


**COLGATE-
PALMOLIVE-PEET
SOAPS SAVE IN
3 BIG WAYS!**

**1.
THEY SAVE
REFINISHING!**



**2.
THEY SAVE
WORK!**



IT PAYS TO standardize on Colgate-Palmolive-Peet maintenance soaps, as many large schools have discovered. For one thing, we have the right soap for every type of cleaning job. And, there's the convenience of getting all your soaps from one dependable source.

Most important, though, are the economies you effect, because C.P.P. maintenance soaps save in three important ways. *First*, they save expensive refinishing! *Second*, they save time and labor! *Third*, they save in material costs!

Before you order your next supply of maintenance soaps, call in a Colgate-Palmolive-Peet representative and ask for details on the full line of C.P.P. maintenance soaps. Or write direct to our Industrial Department at Jersey City, N. J.

**3.
THEY SAVE
MONEY!**



COLGATE-PALMOLIVE-PEET Co.

Jersey City, New Jersey
Jeffersonville, Indiana

Kansas City, Kansas
Berkeley, California

School Administration in Action

PROGRESS IN THE WACO PUBLIC SCHOOLS

The board of education at Waco, Tex., has asked the city commission for permission to call election for a change in the city charter. The change would permit the board to raise the maintenance and operation tax from 70 to 80 cents. The request was made looking forward to a general increase in teachers' salaries.

During the new school year the schools will give more attention to the pupils who do not

expect to go on to college. Efforts are to be directed to the vocational offerings for the benefit of noncollege students. At the present time, the schools are offering such courses as diversified occupations, vocational agriculture, and vocational auto shopwork. It is planned to offer some trade training in the near future. During the past school year, courses in preflight aeronautics were offered and a beginning was made in a Victory Corps program for high school students.

While the schools have been able to hold their teachers there appears to be a shortage in industrial-arts teachers, and it has been necessary to curtail the manual-training work. There is a real shortage of personnel in the maintenance and janitorial staffs.

The schools are prepared for an increase in

the scholastic apportionment for the new school year. The finances will, however, be inadequate without an increase in the school tax rate.

RICHMOND REFORMS ADMINISTRATION

An entirely new setup in school administration has been effected in the public schools of Richmond, Va. The new administrative setup is the result of a school survey, made in 1942-43 by a commission of 25 educators and 3 consultants.

Under the new setup, a number of administrative officers will direct the work of the schools and act as the advisory cabinet for Supt. J. H. Binford. Mr. Forbes H. Norris will act as assistant superintendent in charge of secondary schools; Dr. R. O. Nelson will act as assistant superintendent in charge of elementary schools; Mr. W. T. R. Morris will act as director of business affairs; and Dr. Francis H. Lankford, Jr., will act as director of research.

Of the four keymen, two have had experience in Richmond and two are new men. Mr. Forbes H. Norris has been assistant superintendent of schools for the past ten years. Mr. W. T. R. Morris, the new assistant superintendent in charge of business affairs, has been connected with the Richmond schools for thirty years as clerk of the board and purchasing agent.

Under the new setup, all standing committees of the school board have been abolished and the details of school administration will be handled by the administrative staff.

PHARR SCHOOLS REVISE THE SCHOOL PROGRAM

The Pharr-San Juan-Alamo school district, at Pharr, Tex., has provided three additional school buses for the school year 1943-44.

It was deemed advisable to furnish more adequate transportation service in order to allow the farmers more time in their work; and, too, to economize in the use of rubber and gasoline by keeping private cars off the highway delivering pupils to and from school.

Upon recommendation of Acting Superintendent D. W. Buckner, additional stress has been placed on the teaching of physics, mathematics, and preflight aviation. These courses have been provided to meet the needs of the boys and girls preparing for the war effort, and who at the same time are endeavoring to meet the requirements of the colleges.

In a similar way, vocational agriculture and vocational homemaking courses are being emphasized with the addition of victory gardening, nutrition, home nursing, and first aid. A canning center for the people of the communities has been set up and courses in canning are being offered.

LEWISTOWN SEEKS TO MEET THE CURRENT NEEDS IN INSTRUCTION

The public schools of Lewistown, Pa., have begun plans for a program to meet the current needs in instruction. They are emphasizing correctives and remedies in the reading program, beginning with the early elementary grades, and continuing through the English courses in the high school. In order to meet the war needs, special attention is being given to the physical sciences and to mathematics. In the sciences, applications are directed toward preinduction requirements without a great change in the conventional offerings.

The work in vocational, industrial, agricultural, and vocational home-economics subjects is being adapted to present trends. Some attention is being directed to rehabilitation needs after the war emergency.

No new buildings are contemplated during the present emergency. However, there is a prospect of providing greater facilities for the elementary schools. The school board has purchased land bounding the present school site in order to expand the physical education program and to permit more outdoor activities and exercises on the part of the students.

In the matter of salaries, the board has retained

THIS WAY...
our fighting men
will come home
to jobs

There must be jobs waiting for our returning soldiers when this war is over—millions of jobs. And America naturally looks to new building for a large share of those jobs.

The building industry itself cannot start them—they must start in the minds and around the conference tables of thousands of businessmen, school boards, civic planners. From there they must go to the drawing boards of the engineers and architects. All this must be done *before* there will be jobs.

You can help create these jobs—help right now. Use your personal influence to see that plans for postwar school buildings are started soon, and are completed and ready before the war ends, so construction can begin quickly. Remind your school board and school officials that *good planning often takes a lot of time.*

Fortunately, numerous talented architects and



Scott Hall, Northwestern University
Architect: James Gamble Rogers
Contractor: R. C. Wiebolt Co.

engineers are available to start plans *right now*. Call in your architect; ask your board to act; urge them to begin forward planning now... for full and immediate postwar employment.

DETROIT STEEL PRODUCTS COMPANY

Now Exclusively Engaged in War Goods Manufacture
Dept. AJ-9, 2254 East Grand Blvd., Detroit, Mich.
Pacific Coast Plant, Oakland, California

Fenestra SUGGESTS



WINDOWS • DOORS • ROOF DECK • FLOOR DECK • METAL SIDING AND OTHER BUILDING PRODUCTS

a salary plan in effect last year, allowing each teacher, supervisor, director, and principal \$150 as a salary adjustment for the year. This adjustment is in addition to increases provided through a temporary salary allowance approved by the state legislature.

The financial status of the school district is excellent. The board has been able to meet all of its current operating expenses and debt service charges, and at the same time has reduced its temporary indebtedness. Tax payments have been increased and emphasis has been placed upon the collection of delinquent taxes covering the years when economic conditions will not be so favorable.

HADDONFIELD ADJUSTS INSTRUCTION TO PUPIL NEEDS

The public schools of Haddonfield, N. J., under the direction of Everett C. Preston, superintendent of schools, have utilized the results of survey tests to adjust the instruction to the pupils' needs, abilities, and interests. There has been an effort on the part of the teachers and supervisors to identify and study the pupils who appear to have learning difficulties, and individual teachers have taken advanced professional courses in reading instruction with a view of improving their teaching methods and techniques.

A continuing study of the best material of instruction has been made by the teachers' committees and by individual teachers and principals. Along this line the teachers have used selected reading series, supplementary books, current events, children's newspapers, and children's magazines.

Frequent meetings of teachers have been held to discuss the problems in reading. Among the problems discussed were methods of diagnosis, methods of overcoming difficulties, accelerated readers, reading readiness, and helping pupils who are low in reading ability.

The two most difficult problems it was found are (a) provision of adequate time for individual reading instruction of pupils, and (b) meeting the needs and interests of accelerated pupils.

SPRINGDALE ADJUSTS THE SCHOOL PROGRAM

The board of education of Springdale, Pa., during the summer employed three teachers on the playground and opened one gymnasium for evening activities. In order to adjust the home situation during the coming school year, it is planned to establish a kindergarten, and possibly a nursery school.

During the past year a victory corps was in operation and a preflight course was started for high school boys. Military drill was offered to forty boys in the senior high school, and a guidance program was introduced on a part-time basis. That program has been expanded to a full-time program for the next school year.

During the next year a refresher course in mathematics and a year's course in basic mathematics will be offered, as well as courses in radio code and electricity. The content of the science courses has been changed to permit greater numbers of students to take these courses.

While no definite vocational course is offered in the high school, it has been possible to offer work in electricity, welding, mechanical drawing, shop mathematics, and blueprint reading. Adult courses in nutrition, carpentry, electricity, metalwork, and welding will be offered.

No change has been made in the school business administration, except that the burden has been greatly increased with pay-roll deductions for taxes and bonds. The purchasing problem has been greatly improved since the schools were granted an AA2x rating for the purchase of supplies and maintenance equipment.

There is considerable concern in the matter of finances for the next year. It will be dependent on the teacher situation and on the possibility of dropouts since a large amount of revenue is derived from tuition students.

SCHOOL ADMINISTRATION

◀ Cincinnati, Ohio. Free courses in commercial subjects for adults and high school pupils are being offered for a period of nine weeks. Special classes are conducted in comptometer and Monroe calculator operation, posting machine operation, and duplicating machine operation.

◀ Macon, Ga. A co-ordinator has been employed to supervise a diversified education program in the Miller High School in September. The course is designed to aid girls who must work part time in order to remain in school. The program is being operated with the cooperation of the State Education Department and the Bibb County board of education.

◀ At Kelso, Wash., all preinduction and shop

classes have been disrupted because of the shortage of men teachers qualified to teach these courses. Fourteen teachers have been taken by the draft and no replacements are available. All shop classes have been discontinued for the emergency contrary to the wishes of the school administration. Adult education classes have been strictly curtailed due to the teacher shortage. All holdover teachers have been given salary increases.

Building maintenance has been limited to the minimum, due to a lack of labor and a scarcity of materials. No new equipment could be purchased. Finances are barely adequate to meet all the financial needs of the school system. Supt. C. H. Lillie and the school board are making a hard fight to maintain the essential school services at a satisfactory level of efficiency.



Let's Get Together and Plan Together

We need your ideas. We can supply the practical knowledge gained through successful experience in planning and building Laboratory and Vocational Furniture. Working together, your ideas will take shape now — become a reality tomorrow.

Drop us a line — no obligation — and our Engineer will call.

E. H. SHELDON & CO.
717 NIMS STREET MUSKEGON, MICHIGAN

Schools and the War

NEW REGULATIONS FOR CONSTRUCTION AND ALTERATIONS

On July 9, Mr. Maury Naverick, Director of the Government Division, War Production Board, announced the use of a preliminary application form by which the War Production Board may determine the essentiality of the construction of new school facilities including war training. The preliminary application consists of two parts—WPB-2814 (general information) and WPB-2814.2 (specific information for schools).

Under previous procedure, an applicant would often prepare detailed plans, specifications, and

bills of materials, only to learn when the application was processed, that the proposed facility did not meet the criteria for the construction of schools in wartime. Thus, the purpose of the preliminary application is to save this expense to an applicant by giving him an opportunity to have the War Production Board determine essentiality of the facility to the war effort, before he commits himself for preliminary expense.

The preliminary application (consisting of WPB-2814 and 2814.2) is to be filed with the Government Division in Washington for all new construction, the aggregate cost of which is \$10,000 or more. The preliminary application need not be filed for projects costing less than \$10,000 which may be processed in the War Production Board Regional Offices when Federal Funds are not contributing directly to the cost. The questions outlined should be answered fully to permit the determination of essentiality of the project.

Where unusual circumstances exist, the applicant should submit supplemental information designed to further clarify or justify the application. At the applicant's discretion, WPB-617 may be submitted simultaneously with the preliminary application.

After the essentiality of the project has been determined, the Government Division will notify the applicant that the preliminary application has been approved and that the project is considered essential to the war effort. Applicant will then submit WPB-617 (formerly PD-200) to determine the materials to be permitted and to insure necessary conservation measures.

All forms may be obtained from the nearest War Production Board Office or from the Government Division, War Production Board, Washington, D. C.

If controlled materials are to be incorporated in the construction, an allotment symbol will be assigned to the WPB-617 application before it is returned. This symbol may be applied to purchases of controlled materials which are approved on WPB-617. Under no circumstances will persons seeking materials and authorization to construct be permitted to file form PD-200, which has been replaced by WPB-617, after July 1 for these purposes. In addition, a request for an amendment to an approved application whether filed originally on PD-200 or WPB-617 must be submitted on the new amendment form WPB-1548 which supersedes PD-200-B.

Persons who are constructing schools in wartime should be familiar with WPB Limitation Order L-41 (revised July 27) with CMP Regulation 6 (issued June 30), and "Directive for War Time Construction."

NEW YORK CITY SCHOOL BOARD EXPANDS WAR PROGRAM

With the approval of the board of education of New York City, an expanded program of training in war industries for high school seniors is being inaugurated in September under the war industries training program.

The program, designed for boys over 16 who have completed the seventh term of work in academic and vocational high schools, includes training in machine-shop work, marine electrical work, welding, aviation sheet metal, aviation riveting, aviation primary and final assembly, radio mechanics, and radio code.

The training classes meet after regular school hours, from 3:30 to 7:00 p.m., five days a week in virtually all vocational high schools. Students report at the classes at the close of the school day and are required to maintain a satisfactory scholastic record in their daily schoolwork.

MILITARY DRILL

Secretary of War Henry L. Stimson, in reply to a letter of Commissioner Studebaker of the U. S. Office of Education, has stated the position of the War Department concerning the teaching of military drill in the high schools of the country. He writes:

"The amount of military drill which can be given in schools and colleges can also be given after induction into the Army, in a relatively short period of time and under the most productive circumstances. A good physical condition, however, cannot be developed in so short a space of time, and the physical condition of a soldier is of prime importance to the War Department.

"The War Department does not want to appear to advise the make-up of a curriculum, nor to go beyond outlining some of the elements which the Army believes would be advantageous in its recruits. Of these, a good physical condition is extremely important and a knowledge of basic military drill relatively important.

"The War Department does not recommend that military drill take the place of physical education in the schools and colleges during the war period."



"Better Than A Thousand Words"

There need be no pupil misconceptions or lack of impressions when maps and globes like these are available, for each map and each series has been carefully designed to tell its own special story. Accuracy of data are painstakingly checked by prominent historians and geographers, manner of presentation is pondered by outstanding "methods" men, craftsmen in color printing insure brilliant reproduction. Let us send you, without obligation, complete details of these "top-flight" aids to visual education. Address Dept. A-943.

POLAR VIEW GLOBES

Equipped with the "Great-Circle-Meter" for accurately tracing and measuring great circle routes. Ball may be turned freely in any direction or may be removed from the mounting and held in the hands.

W-C WORLD HISTORY MAPS

A brand new series of 12 large maps, which completely cover the development of Western civilization. You will want certain of these maps regardless what other world history maps you may be using.

TRYON AMERICAN HISTORY MAPS

The famous illustrated series designed for elementary and junior high school level. Make American history an absorbing, romantic story.

REALITY POLITICAL-PHYSICAL MAPS

A new series which includes a number of thorough-going improvements, prompted by a long continued study of pupil errors arising from faulty map presentation.

LIFE and LATITUDE CHARTS

A series of charts covering each continent and the United States. Give a complete and concise picture of the major agriculture, grazing, manufacturing and mining in each area. Contain also information on population, temperature and rainfall.

VITO-GRAPHIC POLITICAL MAPS

This series features unusual clarity and beauty of coloring as well as accuracy and authenticity of detail.



WEBER COSTELLO COMPANY

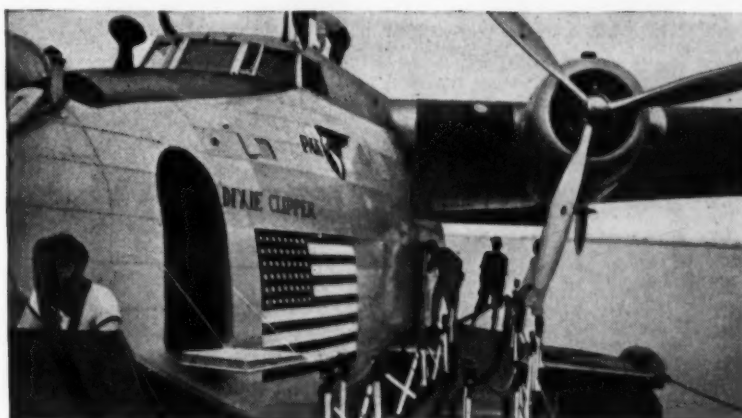
PUBLISHERS

CHICAGO HEIGHTS, ILLINOIS

Where Office Machines
can't be coddled

Underwood's the choice...

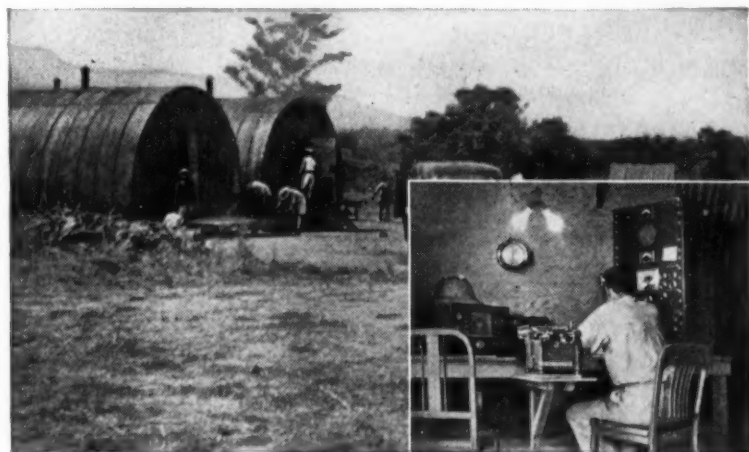
—From Remote African Base Pan American World
Airways reports Hardihood of Underwood Equipment



1. Secret Airport—In the African wilds a Pan American World Airways plane floats at its dock. Before the war, Pan American foresight blazed many air trails now vital to the United Nations' war effort. Among the machines that contribute to Pan American's efficient operation are those which help organize its thousands of essential details—office machines! In Pan American's accounting, traffic, clerical and executive offices, there you'll find the name Underwood Elliott Fisher.

2. No Casualties Permitted—Unlike the 407 U. S. cities where service facilities on UEF machines are, even in wartime, as near as your telephone, such remote outposts as this airport must rely completely on the unfailing durability of its office machines. Here, Pan American installed Underwood typewriters. Many of these machines are veterans in service, yet Pan American reports that all are on top of their jobs—that working without vacations, they have required remarkably little special attention.

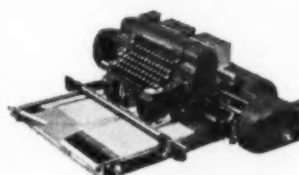
3. Service in War—Air crossroads of the world today is neutral Lisbon, Portugal. Here top priority passengers are shown leaving a Pan American Clipper after a 4-continent, on schedule, flight. Also serving you in wartime UEF can supply adding and accounting machines under WPB regulations. We have been able to assist many companies with their wartime accounting problems. Ribbons, carbon papers, and complete maintenance service on all products are available from coast to coast.



Underwood Typewriters



Underwood Sundstrand
Adding-Figuring Machines



Underwood Elliott Fisher Accounting
Machines

Underwood Elliott Fisher Company

ONE PARK AVENUE, NEW YORK 16, N. Y.

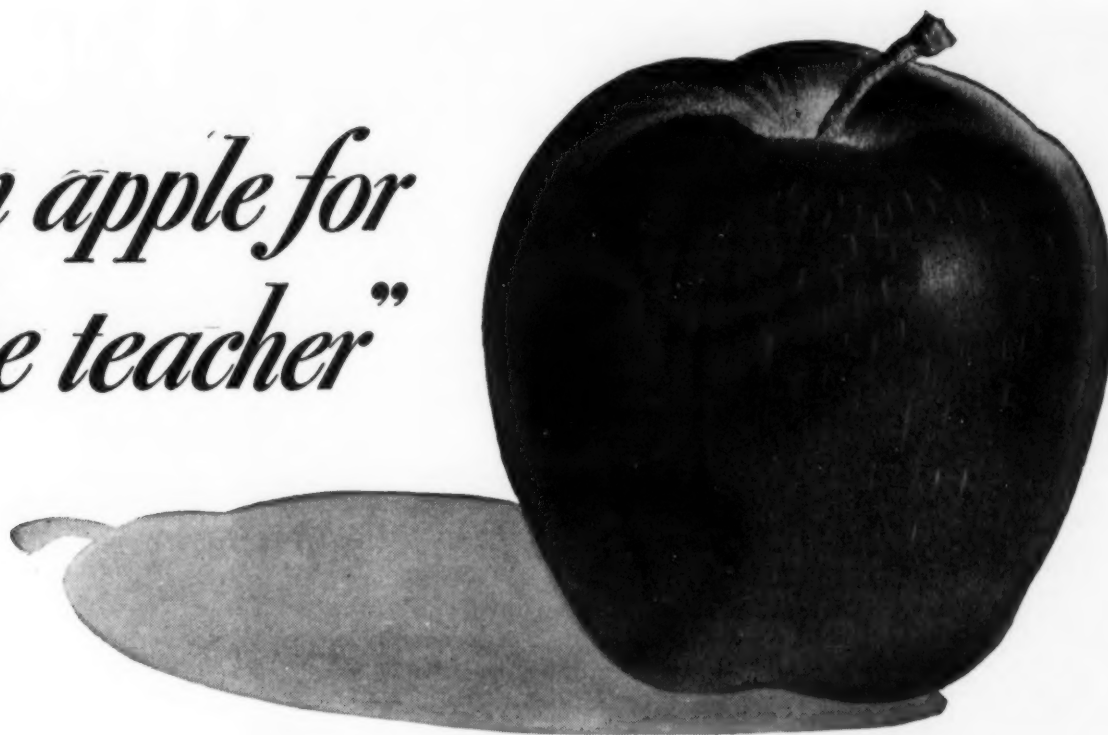
We are now in war production on—U. S. Carbines,
Caliber .30 M-1—Airplane Instruments—Gun Parts
—Ammunition Components—Fuses—Primers and
Miscellaneous Items.

Enlist Your Dollars... Buy War Bonds... To
Shorten the Duration

Copyright 1943, Underwood Elliott Fisher Company



*"An apple for
the teacher"*



BETTER, EASIER TEACHING WITH NEW DITTO WORKBOOKS!

To brighten her day, to lighten her work, to do away with night-time drudgery and tedious classroom copying, to provide those extra hours of relaxation she so richly deserves—DITTO has created this teacher's time-saving, labor-saving instruction method.

Amazing, too good to be true—yet pupils actually help themselves to learning via the DITTO Workbook route! Teachers everywhere have discovered that DITTO Workbooks speedily result in more and better seat work, in class alertness, in the elimination of needless lesson copying, in the abolishing of after-hours lesson marking.

Get the New Catalog of New Ditto Workbooks!

Send coupon NOW for actual DITTO lesson samples to use in class. They are FREE! Ask for the new Ditto catalog on teaching practice and test materials, with 25 new titles, including Language and Arithmetic; Health and Safety; Play and Work with Numbers; Friends of Field, Forest and Stream; Jack and Ruth in the City; Jack and Ruth on the Farm; Animal Stories; and many others—a comprehensive library for all grades.

Today as always genuine Ditto supplies are available for keeping previously purchased gelatin and liquid type machines operating at top efficiency.

Use this coupon now for free material that has opened up new freedoms for thousands of teachers!

DITTO

Trade Mark Reg. U. S. Pat. Off.



DITTO, Inc.
2236 W. Harrison St., Chicago 12, Illinois

Gentlemen: Without obligation please—

- () Send me "New Short-cuts in Education"
() Send me New Ditto Workbook Catalog
() Arrange a DITTO demonstration for me
() Send Samples of Ditto Ink printed workbook pages. My class is: Primary ()
Secondary () Junior High School ()

My Name.....

School.....

Address.....

City.....County.....State.....



A Timely Suggestion for FALL ART COURSES

A *PORTFOLIO* of CAMOUFLAGE Sketch Studies, with descriptive text, is offered by Eberhard Faber with the interests of Junior and Senior High School groups in view.

Those seeking new teacher-guidance material for Art Courses will find in this topical Subject of Camouflage a stimulating innovation.

This fascinating portfolio, covering a series of lessons for a Semester's work, will be sent with our compliments to School Principals, Supervisors and Teachers for instruction reference. Write to 37 Greenpoint Avenue, Brooklyn 22, New York.

EBERHARD FABER

School Pencils

School Law

SCHOOL DISTRICT GOVERNMENT

The policy of the commonwealth Massachusetts is to establish a school board elected directly by the people separate from other governing boards of the several municipalities and to place the control of public schools within the jurisdiction of that body unhampered as to details of administration and not subject to review as to acts performed in good faith.—*Hayes v. City of Brockton*, 48 Northeastern reporter 2d 683, Mass.

A board of education can act only as a board and when the board is not in session the members have no authority to interfere with school matters.—*State ex rel. Rogers v. Board of Education of Lewis County*, 25 Southeastern reporter 2d 537, W. Va.

School boards are corporations with limited statutory powers and can exercise no power not expressly conferred by statute or arising from necessary implication.—*Haas v. Independent School Dist. No. 1 of Yankton*, 9 Northwestern reporter 2d 707, S. Dak.

School District Property

Physical training is part of the "educational duty" entrusted to public schools, and constitutes a "governmental function" so that a school district was not liable for an injury to a pupil struck by a shot while marking shot putting.—*Bartell v. School Dist. No. 28*, Lake County, 137 Pacific reporter 2d 422, Mont.

A school district is not liable for the negligence of its officers, agents, or employees except where made so by the statute.—*Bartell v. School Dist. No. 28*, Lake County, 137 Pacific reporter 2d 422, Mont.

Teachers

A contract to teach school is clothed with the same sanctity as other contracts and cannot be avoided except for grounds recognized by law. Sp. Acts of 1937, c. 18743.—*Walker v. State ex rel. Kirton*, 13 Southern reporter 2d 443, Fla.

The purpose of the teachers' tenure act is not to secure absolute permanence of tenure to re-employed teachers eligible for continuing service status but to afford to them continuity of service and provide an orderly procedure for the termination or suspension of such a contract, and a board of education may terminate such a contract when the statutory ground is shown to exist subsequent to the effective date of contract. Ohio general code, § 7690.—1 et seq. § 7690-6.—*State ex rel. Weekley v. Young*, 47 Northeastern reporter 2d 776, 141 Ohio St. 260, Ohio.

A teacher's contract cannot be terminated upon any ground based upon what happened prior to the effective date of such a contract or upon a disqualification that has not existed since that date. Ohio gen. code, § 7690-6.—*State ex rel. Weekley v. Young*, 47 Northeastern reporter 2d 776, 141 Ohio St. 260, Ohio.

"Incompetency" as used in the teachers' tenure act, making incompetency a valid cause for the termination of a contract with a professional employee of a school district, embraces the lack of physical ability to perform the duties incident to the employment. 24 P. S. § 1126a.—*Appeal of School Dist. of City of Bethlehem*, 30 Atlantic reporter 2d 726, 151 Pa. Super. 522.

Pupils and Conduct of Schools

A "residence" entitling a child to school privileges is construed in a liberal sense as meaning to live in, or be an inhabitant of a school district, and it is sufficient if the child and its parent, or the person *in loco parentis*, are actually resident in the district with apparently no purpose of

removal.—*Cline v. Knight*, 137 Pacific reporter 2d 680, Colo.

Where a child was born, and always had lived in Denver, and had never resided with her father or in a school district wherein he resided, the "residence" of the child for school purposes was at the home of her uncle with whom she lived in Denver, and she was entitled to attend the Denver public schools tuition free, notwithstanding the fact that the public schools of the district where her father resided were adequate and the father's earnings were in the same amount as the income of the uncle. '35 C.S.A. c. 146, §§ 111, 290; '35 C.S.A. Supp. c. 146, § 89 (1); Colo. constitution, art. 9, § 2.—*Cline v. Knight*, 137 Pacific reporter 2d 680, Colo.

Professionally trained teachers, principals, and superintendents and not the members of boards of education have exclusive control of methods of instruction and discipline.—*State ex rel. Rogers v. Board of Education of Lewis County*, 25 Southeastern reporter 2d 537, W. Va.

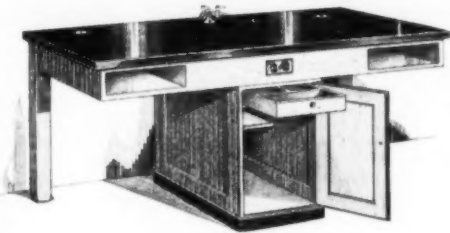
Expenditures for schoolbooks are embraced within a provision of the Social Welfare Law that allowances for dependent children shall be adequate to enable the father, mother, or relative to bring up a child properly, having regard for the physical, mental, and moral well-being of the child. Social Welfare Law, § 350.—*Crowley v. Bressler*, 41 N.Y.S. 2d 441, N.Y. Sup.

Under a South Dakota statute providing for the furnishing of textbooks by an independent district maintaining a four-year high school course to "pupils of such district," textbooks could not be furnished to pupils of private, sectarian, or parochial schools or to any other person not actually enrolled in and in attendance upon some school maintained as a part of the public school system of the state. SDC 15.1706.—*Haas v. Independent School Dist. No. 1 of Yankton*, 9 Northwestern reporter 2d 707, S. Dak.

FLEXIBLE • ECONOMICAL • AVAILABLE

HAMILTON *All Purpose* SCIENCE EQUIPMENT

The No. L-0115 Instructor's Desk (shown at right) is large enough so that pupils can gather around for "close-ups" of demonstration experiments without having to stand two-deep. This table is equipped with service features for all purpose use.



The No. L-0245 Two Student Table (shown at left) is especially designed to accommodate two pupil partners with comfortable working area and knee space. It is adaptable for use in any of the sciences.



All Purpose Science Equipment is economically priced and available for prompt delivery. Send the coupon below for your copy of the new All Purpose Catalog No. 206 for complete information on All Purpose Science Equipment.

HAMILTON

Laboratory and Vocational Furniture

HAMILTON MFG. CO. TWO RIVERS, WISCONSIN
ASBJ-9-43

Please send me a copy of the All Purpose Catalog No. 206.

Name
School and Position
Address
City and State

School Board News

◀ Houston, Tex. The school board has given increases in salaries to all maintenance employees, including painters, carpenters, engineers, truck drivers, custodians, and janitors. The increases will cost from \$40,000 to \$50,000 per year.

◀ Waukesha, Wis. The school board has passed a resolution to abolish leaves of absence for women entering the armed services until such time as women are drafted for war. It was found that women teachers are leaving vacancies difficult to fill.

◀ Adrian, Mich. The voters have decided to increase the budget by \$2,000 to provide additional funds for a recreational program which is deemed necessary in the handling of the juvenile delinquency problem. The city has indicated that it is willing to share the cost of the program and will match the \$2,500 voted by the district, making a \$5,000 fund for the operation of the program.

◀ East Baton Rouge, La. The school board has created the position of business manager of the parish schools.

◀ Cincinnati, Ohio. The school board is co-operating with the public recreation committee in operating a joint program of recreation. A plan has been devised for sharing the expense of the program.

◀ Lufkin, Tex. The school board has voted to eliminate all standing committees, under a new board setup. The board will serve as a policy-making body entirely, leaving the administration of educational affairs to Supt. George Wells, and business affairs to the superintendent and Business Manager W. E. Jones.

◀ Seguin, Tex. The school board has decided to limit its expenditures for maintenance and supplies. It is the purpose of the board to maintain

its repair program in order to keep the buildings in proper condition during the emergency.

◀ Columbus, Ind. The school board has been compelled to take over the handling of school-books and supplies for the city schools because stores which formerly handled school materials have gone out of business.

SCHOOL FUEL MUST BE SAVED Five Simple Precautions

1. Have each school heating plant inspected to determine (a) the best fuel for the equipment, (b) the repairs and replacements needed to improve the plant efficiency, (c) the daily heating records and monthly reports of the school custodian. If the school system does not employ a chief engineer, the services of a competent man should be secured and his report should be carefully put into effect.

2. The custodians should be carefully instructed how to (a) store the fuel received, (b) how to handle the fuel for minimum expenditure of labor and time (c) how to fire the boilers for maximum efficiency, (d) how to keep the fires clean and the boilers working at maximum efficiency.

3. In large school buildings, use recording instruments — draft recorders, CO₂ charts, flowmeters, and check the results for maximum efficiency at all times.

4. Set the thermostats in all rooms at a reasonable level of comfort, and reduce temperatures to a safe minimum for hours and days when school is not in session.

5. Instruct all principals and teachers to co-operate with the custodians in saving fuel by shutting off unused rooms, reporting leaks, avoiding the cooling of rooms by unnecessarily opening doors and windows, etc.

The total effect of any fuel conservation program depends upon frequent repetition of instructions and continuous follow-up.

◀ A law has been enacted by the Oklahoma state legislature, which regulates the control of student activity funds, and gives any school-board authority to institute a suit for the recovery of any misused funds. The bill requires a school board to set up a student activity board of control, composed of teachers or faculty members and friends, who are charged with the duty of supervising all funds received from athletic contests, school plays, and sales of so-called student activity tickets. The board also must prescribe rules, setting up a depository, naming a custodian who must be bonded, prescribing the manner of disbursements, and requiring an annual audit.

◀ During the past school year ending in June, the entire eighth grade at Brattleboro, Vt., completed the standard Red Cross junior first-aid course, and approximately two thirds of the class received their certificates. The course began in the fall of 1942, under the direction of a nurse instructor. All of the pupils became keenly interested and members of the C division were especially proficient in the practical work. A similar course is being offered, beginning with the new school year in September.

During the year also, social-science classes were conducted for pupils in the seventh and eighth grades, with special attention given to possible postwar conditions. The children were made acquainted with the polar projection type of map. In all the grades considerable emphasis was put on aviation facts and aviation stories.

◀ Seguin, Tex. Additional emphasis will be placed on physical science and mathematics courses during the next year to meet the changing demands of the war emergency. More vocational training will be offered, while preinduction training and physical fitness will be given more attention.

◀ Williamson, W. Va. A refresher course for teachers was held during the week of August 16.

Teachers' Salaries

TYLER INCREASES TEACHERS' SALARIES

The board of education at Tyler, Tex., has voted to give an increase of 20 per cent in salaries to all teachers and supervisory officers. The salaries of the Tyler teachers, as a result of this substantial increase, are among the best in the southern states and compare favorably with the average salaries paid throughout the United States. Supt. J. M. Hodges has led in the salary advance.

The board of education has been highly commended for its efforts to maintain an efficient teaching staff by means of an adequate salary program. The financial condition of the Tyler schools, due to an economical administration, is

the best in the history of the school system.

The present basic salary schedule in Tyler dates back to 1929 when the board of education formally adopted a single salary schedule. Due to the financial depression which began soon after the approval of the plan, funds could not be found for the increase in salary contemplated. The board consequently made partial adjustments during a period of four years. By 1936, the salaries of nearly all teachers had been restored to the level of 1930-31. Since then, annual adjustments have been made so that the average salary in Tyler has advanced by \$275.

TEACHERS' SALARIES

► San Francisco, Calif. The board of education has adopted a 12-month plan of paying certificated school employees for the school year 1943-44. The payments will be as follows:

Where annual service rendered is for a period less than the annual total required, the amount to be deducted must bear the same ratio to the established annual salary as the number of school days, including institute days, that the certificated employee did not serve bears to the number of days in the adopted school calendar for the year, for the various classifications; such deductions shall be made from the monthly warrant prior to payment for the specific month.

As applied to annual salaries, the "average daily rate" is determined by dividing the annual salary by the total number of days of service required for the school year for the respective classifications.

Certificated employees on an annual salary basis who have acquired permanent tenure status by the beginning of a school year and such probationary employees on an annual salary basis who, not later than June 25 of the preceding school year, post a bond acceptable to the San Francisco Board of Education in an amount necessary to protect the interests of the district, shall be paid in twelve equal monthly installments, less authorized deductions, including any absences as set forth hereinabove.

Certificated employees who have not acquired permanent tenure status by the beginning of a school year and who have not submitted a suitable bond shall be paid for each required day of service performed during the first month served (if it is not a full month) at the average daily rate as set forth hereinabove. The balance shall be divided by the number of remaining months to be served and equal payments made for each month, less authorized deductions, including any absence as set forth hereinabove.

A certificated employee who is paid in twelve equal monthly payments whose leave of absence expires after the close of the spring term and before the opening of the fall term, shall, on or before the first day of July, notify the superintendent of schools, in writing, of his intention to return to service at the opening of the fall term. If such notification is not received by the superintendent, the said certificated employee shall not receive any monthly payments prior to his return to service, and upon returning to service, shall be paid for each required day of service performed during the first month served, at the average daily rate as set forth above. The balance will be divided by the number of remaining months to be served, and equal payments will be made for each month, less the authorized deductions, including any absences as set forth.

► School boards throughout the state of New York have been advised by the State Education Department to give maximum consideration to the matter of teachers' salaries if they wish to retain their teaching personnel during the present emergency period. A number of upstate school districts have found it difficult to retain personnel in competition with better compensation offered by the war industries.

In an article in the current issue of the State Department's bulletin, schools are warned that the matter of employees' salaries should occupy an important part of boards of education discussions. The Department writes: "Salaries, to some extent, determine the quality of the employees the district can attract; they determine the holding of uniform and consistent salaries increases the morale of any teaching staff."

"During these trying times, when the demand is greater than the supply, boards are urged to give maximum consideration to teachers' salaries and their relation to the instructional results."

► Marshfield, Wis. The school board has voted to give a bonus of \$15 a month to all teachers who have been regularly employed for the school year 1943-44. The bonus will be paid on June 15 to teachers who have completed their teaching duties.

► Chicago Heights, Ill. Salary increases, averaging 12 per cent, have been given to all members of the teaching staff. The increases were given to offset in part increased living costs.

► The Massachusetts State Legislature has passed a bill, making it mandatory for school boards to pay teachers a minimum salary of \$1,200.

► Anderson, Ind. The school board has approved increases of \$50 in the annual salaries of all school employees. The increases are in addition to 10 per cent raises previously given, and were made possible through an additional allotment from the state gross income fund.

► Seguin, Tex. The school board has voted to give a salary increase of 15 per cent to all teachers for the next year.

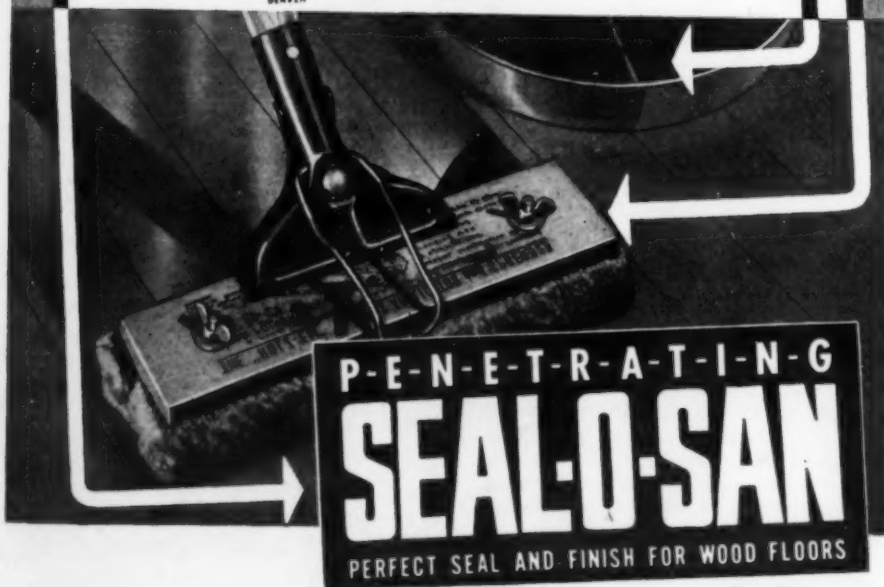
E is for easy, economical application and easy, scrub-free maintenance that you get with Seal-O-San. And E stands for the endorsement of 5350 school executives whose continued purchases of Seal-O-San attest to its excellence as a finish for classroom floors.

A is for the armor-clad, wear-resisting Seal-O-San finish that never shows traffic lanes . . . for attractive appearance and cleanliness that amazes. All are the result of Seal-O-San's deeper penetration which seals cracks and crevices and locks out dirt and moisture.

S is for the sanitary surface that you get with a Seal-O-San finish—a surface reinforced against dirt—a smooth, spotless surface that not only looks clean but actually is clean. That's why pupils can come in contact with a Seal-O-San floor without danger to health.

Y is for you and your janitor. Both of you benefit when you apply a Seal-O-San finish on your school floors. Your janitor spends less time on floor maintenance. You save the cost of frequent refinishing because Seal-O-San is a longer-wearing floor finish.

THE HUNTINGTON LABORATORIES INC
DENVER • HUNTINGTON, INDIANA • TORONTO



NEW YORK STATE URGES WORK-STUDY PLAN FOR STUDENTS

A special committee of New York State school superintendents has set up a 12-point program, which is designed to prevent the exodus of students from high school before graduation and to permit them to accept war work.

The plan provides for the use of cooperative work-study plans of education wherever possible. In the case of students under 18 it is recommended:

That for work permits, as hitherto understood, there be substituted permission to work on school released time, to apply to all nongraduates up to the age of 18.

That the education law be amended to provide that ten days before a student is released for work he must file a declaration of intent with the school. A purpose of this, other than to make the granting of permits less perfunctory, is to make sure that a student has given proper consideration to all aspects of the case.

That, where feasible, large cities decentralize the issuing of work permits and make provision for issuing them at the student's own high school. The committee's goal is to make the action more personal.

That during the present emergency high schools establish part-time arrangements whereby pupils may be released for co-operative school and work arrangements (where an equal number of weeks is spent in school and in employment and the employment has educational value) and individual arrangements providing for approximately twenty hours of school and thirty hours of employment weekly, with pupils released approximately at noon five days in the week and employment spread over six days. This recommendation is made only for students who are superior mentally and physically.

That 16-year-old pupils be not released for employment except on one of the types of part-time arrangement described above.

That evening school and extension opportunities be made more widely available.

That state aid be granted for evening schools and extension programs.

That counseling service in the schools be established on a 12-month basis.

That high schools follow up by correspondence and visitation nongraduates to the age of 18 in an effort to help plan continued educational experience.

That the cooperation of state and local groups representing industry, trade, labor, the War Manpower Commission, as well as advisory boards for vocation and extension education, be secured.

The committee in charge of the plan was headed by Supt. James M. Spinning of Rochester, and included Mr. George E. Pigott of New York City; Harry I. Linton, Schenectady; Harold F. Studwell of East Rockaway; and Supt. James F. Taylor of Niagara Falls.

REQUEST INFORMATION ON LIBRARY PROGRAMS

School libraries are a vital source in the war effort. The frequent requests for information on libraries from the regular government and war agencies are evidence of the fact.

The U. S. Office of Education is collecting data needed for formulating library programs. Superintendents, who have not already done so, can help this timely project greatly by filling in the information called for on Form 8-070 (1942), School Library Statistics, 1941-42, and forwarding the blank promptly to the Office of Education, as data for the study will be summarized early in the school year.

U. S. OFFICE OF EDUCATION MOVES

The U. S. Office of Education has been moved from the Interior Building to the "Temporary M" Building.

The space previously occupied will be taken over by the temporary group which administers the oil and gasoline distribution during the war period.

NEW YORK STATE SCHOOL BOARDS ASSOCIATION TO MEET

The New York State School Boards Association will meet in the Hotel Syracuse, at Syracuse, on October 24, 25, and 26. It is announced that limited railroad and hotel facilities will be available for the meeting. Attendance will be limited to two representatives from each member board in the state.



Low-Cost Ceiling of Armstrong's Cushiontone Soaks Up School Noise Demons

EVEN the best discipline can't prevent noise in a school. Footsteps and voices, even the sound of chalk on a blackboard, give rise to noise demons. And noise demons make concentration on class work almost impossible.

But noise demons die suddenly when Cushiontone is on the job. Each 12" x 12" unit has 484 deep holes which instantly absorb up to 75% of all sound waves reaching the ceiling. This high efficiency is permanent—even repainting with ordinary paint and painting methods doesn't affect it at all.

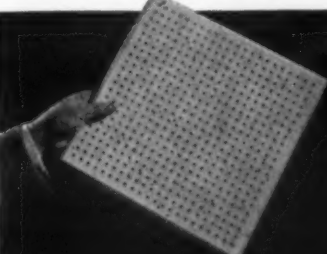
Armstrong's Cushiontone is factory-finished, ready to apply. It can be

installed with little or no interruption to school routine, and at low cost.

Cushiontone's smooth, beveled edges are painted just like the surface—an attractive light ivory color which provides the excellent light reflecting factor of 0.73. Cushiontone also *insulates*.

Write for NEW ILLUSTRATED FOLDER

"How to Exterminate School Noise Demons" is the title of a fully illustrated new folder which will show you what Cushiontone has done for other schools. Write for your free copy to Armstrong Cork Company, Building Materials Division, 2009 Stevens St., Lancaster, Pa.



Armstrong's Cushiontone

Made by the
Armstrong's Linoleum

makers of
and Asphalt Tile

New Rules and Regulations

NEW RULES FOR FIRE PROTECTION

The school board at Coldwater, Mich., has recently adopted new rules and regulations to reduce fire hazards in the respective school buildings. The rules are as follows:

1. Allow no person to stand in aisles or foyer of the auditorium. Keep all passageways clear of obstructions.
2. Smoking should not be permitted in these buildings under any circumstances.
3. All exit doors and exit lights should be checked daily to see that they work properly. All doors are to be unlocked before an assemblage is allowed.
4. All buildings are to have the proper means of egress. All doors are to swing out, and all exit doors are to be equipped with panic hardware. No obstructions are to be placed in front of doors, exits, or any stairway, or in any passageway. All exit doors and fire escapes are to be kept

free from snow and ice. No parking of cars or bicycles is allowed in front of any exit. Direct access to the outside of all buildings is to be maintained at all times.

5. Fire drills should be held at regular intervals in accordance with the state law. No less than ten drills are to be held each year. Provide a manually controlled alarm system. Entirely vacate all buildings during fire drills.

Throughout the school year the entire system of Coldwater schools has gone through fire drills which have proved to be well organized and can be done in a short length of time, but we hope to speed them up even more.

GIFT POLICY ADOPTED

The board of education of San Francisco, Calif., upon the recommendation of Supt. J. P. Nourse, has adopted a definite policy governing the acceptance of gifts from parent-teacher associations and other school organizations.

Under the rule, principals of schools are authorized to accept the following types of articles without obtaining permission from the administrative office:

1. Approved articles of uniform for members of

the traffic squad and other special organizations.

2. Silk flags and banners.

3. Pictures for walls, subject to the approval of the director of art.

4. Phonograph records, subject to the approval of the director of music.

5. Subscriptions for magazines, subject to the approval of the supervisor of texts and libraries.

6. Aquariums, bird cages, etc., for kindergartens and primary classrooms.

7. Additional sets of reference books or approved library books, subject to the approval of the supervisor of texts and libraries.

8. Candy and small gifts for Christmas or graduation parties.

9. Individual philanthropic gifts for pupils, such as car tickets, shoe repairs, haircuts, and lunches.

RULES AND REGULATIONS

◀ North Adams, Mass. The school board has voted to rescind a rule prohibiting a relative of a member of the board from being eligible for a teaching position in the schools. The rule had been in effect for the past two years.

▶ Oshkosh, Wis. The school board has adopted a rule, providing for the automatic retirement of teachers at the age of 65. While retirement at this age has been the rule for some time, an extension could be obtained at the discretion of the board.

▶ Wausau, Wis. The school board has raised the ceiling of cumulative sick leave. The plan allows teachers up to five days' absence, with pay, each school year for personal illness, with an additional three days' leave in case of serious illness or death in the immediate family. The leave is cumulative up to 50 days.

NEW PROCEDURE IN SCHOOL HEARINGS

The New York City board of education has initiated a new plan of assigning a paid member of the administrative staff to sit as a trial examiner in disciplinary proceedings brought against teachers and other members of the school personnel. Although experience with the new procedure has been limited, it appears to be working satisfactorily.

In the past, trials of teachers and other school personnel placed under charges by the superintendent of schools have taken place before committees of two members of the school board. The board members have objected to the procedure, pointing out that they, who serve without compensation, have been required to spend endless hours listening to testimony and wranglings between lawyers.

To correct this, the board recently sponsored legislation at Albany authorizing it to delegate this duty to paid members of the staff, who will act as examiners and prepare reports for the board members. Only those members of the board who have read the testimony and reports may vote. To date, four school employees have been tried under the procedure.

CONDUCT RADIO WORKSHOP

Visits to radio broadcasts of Chicago network outlets and contacts with professional radio personnel have been a major activity of members of the comprehensive radio workshop, sponsored by the Radio Council of the Chicago board of education, and directed by George Jennings. The radio workshop, which was held at the Chicago School Radio Council studios and library, has been presented in cooperation with the Chicago Teachers College.

Planned to serve as a background for the training of teachers in the educational use of radio, the visits have included the Chicago board of education frequency modulation station, other station programs, as well as attendance at the special radio programs. Guest speakers from the radio industry addressed the workshop members at the daily sessions and motion pictures were shown explaining studio practices, television, and frequency modulation. Transcriptions were evaluated during the course for educational use.



Here's Your 1943 DEVRY FILM BOOK

**IT'S
FREE...
Write!**

"Through
the Pyrenees
to Loudres"



"The Gladiator"
featuring
Joe E. Brown



"Abraham Lincoln"
featuring
Walter Huston



Get your free copy of the new DEVRY FILM CATALOG. A mighty collection of 16mm. sound and silent EDUCATIONAL FILMS... PLUS a wealth of 16mm. sound Hollywood-type RECREATIONAL FILMS. EDUCATIONAL titles cover history, geography, vocational training, health, safety, literature, music, the sciences—and current events. RECREATIONAL FILMS include full-length features, comedies, cartoons—and selected shorts.

SPECIAL LONG-TERM DISCOUNTS

Attractive discounts for long-term bookings. You want a copy of "DEVRY FILMS" for your files—IT'S FREE! Address your request to DEVRY FILMS and LABORATORIES, 1111 Armitage Avenue, Chicago 14, Illinois. WRITE TODAY! And don't forget to buy today's quota of U. S. War Bonds and Stamps, too!



DeVRY 16mm.
Sound-on-Film Projector.

ARMY  NAVY

—for Excellence in
the Production of
Motion Picture
Sound Equipment

DEVRY

New York • CHICAGO • Hollywood

Distributors in World's Principal Cities

WORLD'S MOST COMPLETE LINE OF MOTION PICTURE SOUND EQUIPMENT



America's Schools Will Keep Pace!

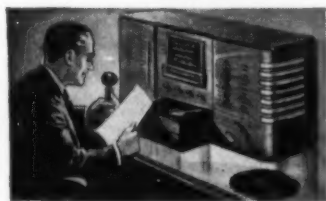
NEVER before in this nation's history have our children gone to school in a period of such swift and all-embracing change. For today, under the myriad impacts of war, students must make many and often difficult adjustments. While tomorrow, after victory is won, they must be able to assume responsibilities of citizenship greater than any previous generation.

Keenly aware of the especially vital importance of education in such times as these, our school teachers and administrators are doing a magnificent job—maintain-

ing the high educational standards which are among the most critical bulwarks of our great democracy.

They are keeping pace with a world already drastically changed by war and by the wartime advances of science. And they will continue to keep pace! That's why they are planning *now* the school improvements necessary for this post-war era—why they are showing such keen interest in RCA's development of the improved teaching tools which will be available when peacetime production is resumed.

Good schools will need better equipment for best teaching results.



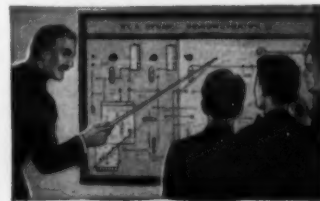
RCA School Sound Systems serve as nerve centers for instant communication with any and every part of the school building or buildings. Invaluable to school administrators. Already in successful use in thousands of schools.



RCA Recording Equipment permits the making of instantaneous disc recordings of group or individual student programs. Recordings can also be made of incoming radio programs which can be presented at a convenient hour.



RCA Classroom Radios and Phonographs enable individual teachers to give their student groups the benefit of recordings in such subjects as history, literature, drama, speech and language, as well as music.



RCA Test and Laboratory Equipment provides a way in which students can understand more quickly and thoroughly the fundamentals of electronics as they are applied in radio, television and other fields.



TUNE IN "WHAT'S NEW?"

RCA's great new show
Saturday nights, 7 to 8,
E. W. T., Blue Network.


RCA Victor Division — Educational Department
RADIO CORPORATION OF AMERICA

CAMDEN, N. J.



HYGIEIA

DUSTLESS CRAYONS



FOR WHITER MARKS

FOR BLACKER BOARDS

Among the many advantages of HYGIEIA DUSTLESS CRAYONS, two are especially outstanding! The first is their legibility—Hygieia is WHITE — and clearly defined marks can easily be seen by any child with normal eyesight from the farthest corner of the room.

The second is their purity—there is no sand, grit or other foreign matter in Hygieia—it not only does not harm the writing surface of your blackboards—it actually preserves them.

Add to these Hygieia's Dustless qualities and you can understand why leading schools prefer it to all other chalk crayons.

Send for the FREE BLACKBOARD BULLETIN tips on blackboard care. *Reg. U. S. Pat. Off.

The American Crayon Company Dept. 32 Sandusky, Ohio
Please send me your Blackboard Bulletin:

Name.....

School.....

City..... State.....

New Books

The Cult of Uncertainty

By I. L. Kandel. Cloth, 129 pages. Price, \$1.50. The Macmillan Company, New York, N. Y.

This brief book is a sharp criticism of progressive education, its inconsistencies and uncertainties in philosophy and practice, and its complete failure to stress a culture based upon traditional and permanent values. The discussion is thought provoking even though the reader may not agree that any considerable number of schools have actually departed from conservative practices. If progressives feel that Doctor Kandel is unfair in his strictures they may well blame their own literature.

Well and Happy

By Clifford L. Brownell and Jesse F. Williams. Cloth, 156 pages. Price, 76 cents. American Book Company, New York, N. Y.

An introduction to the study of health addressed to second graders.

Plane Geometry

By A. D. Theissen and Louis A. McCoy. Cloth, 352 pages. \$1.40. Loyola University Press, Chicago, Ill.

These authors are to be commended on the clearness and thoroughness of their approach to geometry. Definitions and explanations are given in simple language. The theorems are well arranged. There is a large amount of exercise material for review as well as to give solid food to the superior students.

American Expression on the War and the Peace

By Annie Laurie Mohair and Doris Benardete. Cloth, viii-326 pages. Price, \$1.75. American Book Company, New York, N. Y.

This book puts into permanent form addresses, articles, and extracts from books, discussing the war and international relations as of 1942 and 1943. The book divides into four parts—the battle front, the home front, the nonplanners of peace and the planners of peace. The editors have done a magnificent job in selecting statements which are of outstanding significance and which give promise, so far as can be judged in the heat of war, to have permanent historic value. Unquestionably, the future will establish the errors and shortcomings of some of the underlying theory and of the practical programs for peace and for the perpetuity of democracy contained in the discussions quoted.

The Microscope and Its Use

By F. J. Munoz and H. A. Charippér. Cloth, xii-324 pages. Price, \$2.50. Chemical Publishing Company, Brooklyn, N. Y.

A technical microscope consultant and a college professor of science have joined forces to write this fairly comprehensive manual for the users of microscopes in the biological fields and in metallurgy, ballistics and crime detection, geology, etc. The book stands midway between the usual limited book of techniques and the detailed scientific treatise that only the trained and experienced worker in a special field can use. Specific directions for the use and care of instruments and for avoiding errors, tables of objectives and eyepieces, a valuable glossary, etc., are included. The book is a "must" for the high school science department.

English Activities

By W. Wilbur Hatfield and others. 6 books for grades 3-8, illustrated. 64 cents to 72 cents. American Book Co., New York, N. Y.

This is a well-planned series based on "An Experience Curriculum in English." It stresses oral English with plenty of attention to written work, supplying suggestions for natural situations for conversation and writing. It limits lessons in grammar to essentials and separates practice in mechanics from the expression of ideas.

The illustrations, many of them in colors, are well chosen to stimulate thought. There are many drawings to illustrate ideas and principles. These are not of the grotesque cartoon type.

Consumer Education

By Edward W. Heil. Cloth, 598 pages. \$2.72. The Macmillan Co., New York, N. Y.

This has been written as a basic text in consumer education for upper classes in high school, with the idea of "teaching youth to do better the desirable things that they will do anyhow." It presents the information needed by the consumer in purchasing food, clothing, housing, medicine, recreation, investments, etc.

Actual Business English

By P. H. Deffendall. Cloth, 489 pages. \$1.84. The Macmillan Co., New York, N. Y.

Commercial teachers will welcome this revised edition of a good textbook. The author presents the essentials of grammar and composition simply and clearly with all illustrative sentences taken from business correspondence or conversation.

The Air We Live In

"Air-Age Education Series." By George T. Renner and Hubert A. Bauer. Cloth, iv-47 pages. Price, 36 cents. The Macmillan Co., New York, N. Y.

This exceedingly brief book is an adequate introduction to the phenomena of meteorology. It is simple, understandable, and significant for all who talk about the weather and do something about it—in the sense of using it for aeronautics.

Art and Materials for the Schools

By Sibyl Browne, Ethel Tyrell, Gertrude M. Abbuhl, and Clarice Evans. Paper, v-112 pages. Progressive Education Association, New York, N. Y.

This booklet, designed to offer activities to aid the war and the peace, pools the efforts of the authors in experiments and practices. The work suggested offers means for learning art essentials as indicated in courses of study. Among the subjects treated are art and aviation education, map making, charts, exhibits, puppetry, posters and handbills, weaving and rugmaking, pottery and modeling, wood carving, photography, plastics. An appendix is included covering tools, supplies, and recipes.

Salaries Paid School Administrative and Supervisory Officers, 1942-43

Paper, 13 pages. Tabulations IIB, July, 1943. Published by the research division of the National Education Association, Washington, D. C.

This bulletin lists salaries paid to school administrative and supervisory officers in 214 cities of from 30,000 to 100,000 population. It includes salaries paid superintendents, assistant superintendents, business managers, and secretaries, secretaries to superintendents, superintendents of buildings and grounds, head custodians or janitors; attendance officers, directors, and assistant directors, supervisors of research, tests, vocational education, and manual training; directors, assistant directors, and supervisors of visual education, physical education, health, and head nurses; directors, assistant directors, and supervisors of art, music, penmanship, and home economics; directors, assistant directors, and supervisors of continuation schools, evening schools, Americanization classes, and kindergartens; and miscellaneous administrative and supervisory officers.

Salaries Paid Teachers, Principals, and Certain Other School Employees, 1942-43

Tabulation IIA, July, 1943. Paper, 39 pages. Published by the research division of the National Education Association, Washington, D. C.

A listing of salaries paid to teachers, principals, and certain other school employees in 214 cities of from 30,000 to 100,000 population. It includes salaries paid to clerks, deans, department heads in junior and senior high schools, nurses, principals, vice-principals, and teachers in the several types of schools.

History in Secondary Schools

By Sister Justa McNamara. Paper, xiv-172 pages. Price, \$2. Johns Hopkins Press, Baltimore, Md.

This experiment undertook to determine the understanding developed by children, of certain political, economic, and social concepts involved in the history of Europe during the latter half of the eighteenth and the first half of the nineteenth centuries—all embraced in the growth of democracy in government. While the findings indicated but little importance in socio-economic status and age of the children, the understanding was greatly improved by mental age and length of school experience. By far the best results were achieved in the eleventh grade.

A Handy Guide for Writers

By Newton Thompson. Cloth, 248 pages. Price, \$2. Herder Book Company, St. Louis, Mo.

The professional man who must write reports, papers, and perhaps even a book will find this handbook a veritable mine of information on English usage, particularly in those technical aspects which are commonly neglected in correspondence and commercial printed materials.

It's Fun to Be Safe

By Stack and Huston. Cloth, 192 pages, illus. 80 cents. Beckley-Cardy Co., Chicago, Ill.

A supplementary reader for grades 3 to 5. By means of a continued narrative of children's activities the readers learn about safe walking, driving, bicycle riding, shopping, skating, swimming, etc. We wish that "Adventures in the Country" had been omitted.

The Core-Vocabulary Readers

By Huber, Salisbury, and Gates. *The Ranch Book* (primer), 160 pages, 76 cents. *Rusty Wants a Dog* (first reader), 192 pages, 80 cents. The Macmillan Co., New York, N. Y.

Here are two complete stories to be used as supplementary readers to review the vocabulary of any basic book read previously and to add a few more words of a necessary core vocabulary.

The stories are also fine human-interest and educational material for primary children.

FILMOSOUND V....

being used here, is made with limited use of critical materials . . . yet B&H engineering has given it high performance standards. It is available only to our armed forces . . . until Victory.



The House of Seven Gables, a Universal Feature, faithfully interprets Hawthorne's classic of New England life.

The Classics Come to Life



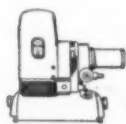
These Will Again Help Teach Americans . . . When Victory Comes



FILMOARC 16MM. SOUND PROJECTOR
for large auditoriums.



FILMO MASTER 16MM. SILENT PROJECTOR
for the classroom.



SLIDEMASTER PROJECTOR
for sharp, brilliant projection of 2" x 2" slides.



FILMO 70E CAMERA
for making 16mm. school films.



*Trade-mark registered

*Opti-onics is OPTics . . . elec-trONics . . . mechanICS. It is research and engineering by Bell & Howell in these three related sciences to accomplish many things never before obtainable. Today Opti-onics is a WEAPON. Tomorrow, it will be a SERVANT . . . to work, protect, educate, and entertain.

Products combining the sciences of OPTics • electrONics • mechanICS

PRECISION-MADE BY

Bell and Howell

THIS class in English will never forget "The House of Seven Gables." They've read Hawthorne's measured prose . . . and now his characters come to life on the classroom screen!

This full-length Universal film is only one of thousands in the Filmosound Library . . . only one example of how this great collection of film material can supplement, expand, and strengthen the impact of regular classroom work.

Student clubs, parent-teacher groups, special vocational classes, assembly meetings . . . all are fertile fields for Filmosound Library movies. Many teachers, now busy selecting film material to be used all during the coming year, find the "Utilization Digest" a welcome guide in making selections. The coupon below will bring your copy promptly. Bell & Howell Company, Chicago; New York; Hollywood; Washington, D. C.; London. *Established 1907.*

IS YOUR MOVIE EQUIPMENT READY FOR THE NEW TERM?

Get your Filmosound Projector "freshened up" for its big job. Here at B&H, factory-trained technicians inspect, clean, lubricate, repair, and replace parts until your Filmosound is every bit as efficient and smooth in operation as the day it was made. Your B&H dealer can quote you standard charges on the work your projector needs . . . and he'll help you pack it for safe shipment to the factory.

OLD PROJECTOR LAMPS must accompany your order for new ones. Only on this basis can lamp orders be filled.

★
Support the Third War Loan
—Buy More War Bonds
★

.....

BELL & HOWELL CO.
1814 Larchmont Ave., Chicago

Please send me Utilization Digest and Recreational Films catalog and add my name to your mailing list to receive the new Filmosound Library Educational catalog as soon as it is published.

School.....

Address.....

City.....State.....

Signed..... ASB 9-34



Have You Exact Copies of VITAL RECORDS?

Confidential records, letters, bids, contracts and financial data — photo-exact copies made fast, in complete privacy, with A-PE-CO. You need A-PE-CO for executive use. All departments can speed copying work with A-PE-CO. Its many uses will amaze you.



A-PE-CO "Photo exact"
PHOTO-COPYER
\$5500
Non-Fading Photo-Copies of letters • documents • records • blueprints • pictures • drawings

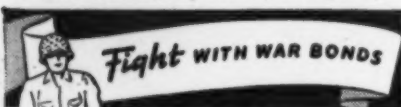
Same-size copies of anything up to 18"x22". Accepted as legal evidence. Eliminates steno-copying, tracing, proof-reading. Photocopies direct from blueprints, graphs, tracings, telegrams, receipts, shop orders — anything written, printed, drawn, photographed. Endless uses for A-PE-CO. Needed by all departments. Big savings. Thousands in satisfactory use.

No Camera—No Darkroom—Low Cost

Simple, fast. No focusing. Conserves man-hours. Any office employee quickly becomes expert. Low cost per copy, lowest investment in equipment. Saves other equipment. Put A-PE-CO on any available desk or table. Immediate delivery. Representatives in principal cities and Canada. Write for A-PE-CO folder.

AMERICAN PHOTOCOPY EQUIPMENT CO.

2849 N. Clark St., Dept. FM-9, Chicago 14, Ill.



School Business Administration

SCHOOL-BUS GASOLINE

School-bus operators should use the revised application form for adjustments in gasoline allotment for the first two quarters of the 1943-44 school year. The new applications, which have been mailed to state school authorities, have been revised in two major respects. One change is in the listing of quarters for which gasoline is requested to coincide with the quarters of the school year.

Another change is in the elimination of one form so that information formerly reported on two sheets will now be reported on Form ODT-LT-5b (Revised). The General Instructions sheet is now designated as Form ODT-LT-5c (Revised).

The new application for revised Certificates of War Necessity for school buses consists of four parts. Part I is intended to determine whether school-bus operations have been reorganized in accordance with the November 16 statement of policy on school-bus conservation issued by ODT. Part II requires information concerning services rendered and mileage and gasoline required. Part III provides for certification by local and county school superintendents of the correctness of information given, while Part IV requires certification by the chief state school officer or his official representative.

The school-bus operators may receive necessary gasoline allotments for all quarters of the school year when the new form is used (TCS 756, August 3, 1943).

MAINTENANCE ORDER P-100 REVOKED

Preference rating order P-100 dealing with maintenance, repair, and operating supplies has been completely revoked, the War Production Board announces. This order previously was revoked as of April 2 except as to producers in Canada (TCS 219, June 30, 1943).

SCHOOL-BOND SALES

During the month of July, 1943, school bonds in the amount of \$6,333,500 were sold in the United States and Canada. Of this amount, \$3,750,000 were sold in Canada.

During the same period, short-term paper and refunding bonds were sold in the amount of \$1,336,000 in the United States.

The average interest rate was 1.83 per cent.

SCHOOL-BUILDING CONSTRUCTION

During the month of July, 1943, contracts were let in 11 states west of the Rocky Mountains, for 3 new school buildings, to cost \$129,475. Two projects were reported in preliminary stages, to cost \$58,127.

Dodge reports that during the month of July, contracts were let for 228 educational buildings, at a contract price of \$4,814,000.

FINANCE AND TAXATION

◀Davenport, Iowa. The school board has adopted a budget of \$1,340,053 for the operation of the schools during the school year 1943-44. For the general fund \$984,462 will be raised by taxation, and for the bond and interest fund the amount from taxation will be \$91,293. The general fund estimate is \$1,076,754, as compared with \$1,053,758 for the current year.

◀Scottsbluff, Neb. The school board has reduced the bonded debt of the school district by \$8,000. The debt has been reduced by \$82,000 during the past fiscal year. Approximately \$5,000 in bonds is due in 1944.

◀Topeka, Kans. The 1943-44 budget of the school board calls for a total of \$1,397,480, which is an increase of \$17,012 over the amount for

1942-43. The salary item shows an increase of \$38,885, which is 84 per cent of the general fund budget.

◀The school board at Springfield, Ill., has adopted a tentative budget of \$1,290,908 for the school year 1943-44. This is an increase of \$134,035 over the estimate for 1942-43. Teachers' salaries account for \$109,141 of the increase.

Publications of Interest to School Business Executives

The Recent Court Decision on the Flag Salute

Paper, 8 pages. Bulletin for June, 1943, issued by the research division of the National Education Association, Washington, D. C.

A résumé of court decisions relating to the flag salute in public schools, and a summary of the recent opinion of the United States Supreme Court on the constitutionality of the law on the flag salute.

Conference of Swimming Pool Operators

Paper, 72 pages. Sponsored by the board of education at Chicago, Ill. John Howatt, chief engineer.

This report of a conference, held under the auspices of the Illinois Public Health Department and sponsored by the board of education, includes authoritative papers on swimming pool standards, filter materials, water sterilization, public hazards, and sanitation. It provides a review of the best present-day practices from the engineering and sanitary standpoints.

Rock Island Public Schools Operating Budget, 1943-44

Paper, 31 pages. Published by the board of education at Rock Island, Ill.

This report is not issued in the form of a financial statement but is a careful estimate of the anticipated net income and expenditures for the fiscal year 1943-44. The current operating expenditures are placed at \$607,274, which includes \$4,500 for a remodeling job on one school building. The expenditures in the educational fund total \$543,487, which is less than the expected income of the fund by \$1,207. The report includes a detailed budget analysis, a comparative estimate of expenditures, and a division of expenditures.

Annual Financial Statement of the Board of Education, Toronto, Canada

Prepared by C. H. R. Fuller and A. Hodgins. Paper, 54 pages. Published by the board of education at Toronto, Canada.

This financial report for the year 1942 is intended to furnish the members of the board and the citizens with statistical information concerning the school system. It is divided into four main sections, including revenue and expenditures, unit costs, sundry general statistics, and balance sheets. During the year 1942 the board established a joint contributory pension system for nonteaching school employees.

Secretary's Annual Report of the Tacoma School Dist. No. 10, Pierce County, Washington

Paper, 24 pages. Published by the board of education at Tacoma, Wash.

This annual report of the school district for the year ending June 30, 1942, shows the average daily attendance in the schools, the condition of the operating fund, the receipts and disbursements for the year, the uncollected current and delinquent tax accounts, the net expenditures, and the capital outlay.

Inspected Gas, Oil, and Miscellaneous Appliances, June, 1943

Paper, 15 pages. Published by the Underwriters' Laboratories, 161 Sixth Ave., New York, N. Y.

A supplement to the December, 1942, listing of inspected gas, oil, and miscellaneous appliances. It covers acetylene equipment, gas systems and liquefied petroleum, oil burners, oil-burning stoves, tanks for hazardous liquids, tractors, and valves.

Inspected Fire Protection Equipment and Materials, July, 1943

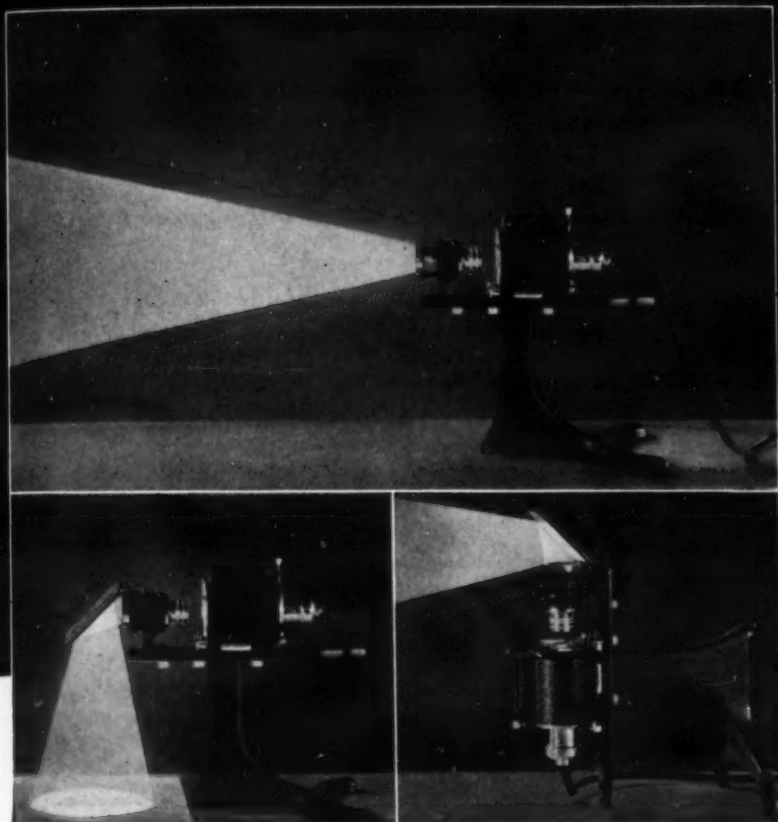
Paper, 13 pages. Published by the Underwriters' Laboratories, 161 Sixth Ave., New York, N. Y.

This supplement to the January, 1943, list covers inspected fire protection equipment and materials, including extinguishers, hose, pipe, pumping equipment, record protection equipment, releasing devices, signal and watch service appliances, sprinkler alarm systems, sprinkler equipment, and roof covering materials.

Facts About Fire

Paper, 15 pages. Published by the National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

School authorities and teachers will find the material helpful in arranging fire prevention programs.



*Bausch & Lomb Triple Purpose Micro-Projector,
the simplest of several models, designed for teach-
ing an entire class with a single slide.*

A Single Slide Serves Fifty Students



Today, thousands of specialists must be trained in all branches of science... and they must be trained thoroughly and quickly.

This calls for systematic, uniform training... for the most efficient and effective use of available materials. It's a place where micro-projectors in the hands of competent instructors can save hours of instruction time... make slides and microscopes go much further.

The B&L Triple Purpose Micro-Projector, shown here, is an example of the type of teaching tool that is finding such an important place in both civilian and military war training courses. It is another example of the way in which the Bausch & Lomb

skill and experience in the manufacture of precision optical instruments for peacetime use are being applied in the war effort.

Here again, because of its wartime accomplishments, Bausch & Lomb will be able to extend its optical services to peacetime pursuits when Victory is won.

*For Bausch & Lomb Instruments essential to
Victory—priorities govern delivery schedules.*

BAUSCH & LOMB

OPTICAL CO. • ROCHESTER, NEW YORK

ESTABLISHED 1853



Subject For
Next Faculty
Meeting Agenda

"What is our Map Situation?"

What are we going to do about the new style of world map for air age education? If we emphasize Geography in the high school will we need some Geography laboratory equipment?

Are faculty committees in Geography and History ready to examine new material and prepare proposals?

Which of our present maps can be repaired and which replaced?

From these and from suggestions "from the floor" you will probably secure a great deal of very useful information.

Do you have our latest catalog? If not a post card will bring it. Ask for C42.

A. J. NYSTROM & CO.
3333 ELSTON AVENUE, CHICAGO

N.E.A. COMMITTEE WILL STUDY NEW YORK CITY SCHOOLS

The N.E.A. Commission for the Defense of Democracy Through Education will shortly name five educators who will begin a study of the New York City public schools and weigh the charges of political domination of the school system by the mayor's office.

The men who will conduct the study will be representative of other cities and states and will be sufficiently eminent to attract national attention. The investigation is being made at the request of the New York High School Teachers' Association and the Kindergarten Teachers' Association.

The investigation is the outcome of charges by teachers and civic organizations that Mayor LaGuardia exercises undue control over the city schools by dominating the board of education, members of which he appoints.

HADDONFIELD SCHOOLS COOPERATE IN DEFENSE PROGRAM

The public schools of Haddonfield, N. J., under the direction of Mr. Everett C. Preston, superintendent of schools, have cooperated in the national defense program in every way possible. A ten weeks' course for high school students was conducted to make them acquainted with war activities and junior warden responsibilities. The course included gas protection, duties and organization of the defense program, and an analysis of the war objectives.

During the school year, all teachers assisted in gas, tire, and food registration. A victory corps program was introduced in the high schools.

An auto-mechanics course, enrolling twenty students, was conducted in the high school. The class met each afternoon for five afternoons.

A number of model airplanes were constructed by students, under the supervision of Mr. B. Stratton, high school shop teacher.

A course in blueprint reading was conducted in the high school, with an enrollment of 50 students.

One hundred and fifty students contributed an average of two days of service last fall to work on farms in relieving the food situation. Two hundred and fifteen pupils have been signed up for this kind of service this year.

A number of defense clubs were organized in the junior high school. These included aircraft, current events, first aid, map reading, Red Cross, and wartime activities.

Two hundred and fifty students in the elementary and junior high schools were enrolled in the victory garden program. Definite instructions on the care of gardens were given in the science classes.

A five-day-a-week physical education program was carried out in the high school, under the direction of the physical education instructors. An outdoor commando course was also offered.

A preflight aviation course was established, with an enrollment of 25 senior high school boys. This course is conducted by the science teacher.

Special drives were conducted in all of the schools for the purchase of war savings stamps and for the purchase of jeeps.

A number of guidance bulletins have been prepared and distributed for the benefit of high school students in the selection of war services.

Pan American Day and other programs were conducted in all the schools stressing Pan American friendships.

Twenty-five students have been enrolled in a course in radio code conducted in the high school.

A course in nutrition for high school students was offered with the cooperation of the home-economics teachers.

A number of posters have been made dealing with various war drives such as conservation, defense stamps, etc.

In the junior and senior high schools a drive for good posture was conducted in which all students were encouraged to take part.

NEW YORK STATE SCHOOLS WILL EASE LABOR SHORTAGE

The secondary schools of New York State will help meet the man-power shortage in business this fall by providing students who will serve as part-time workers in offices and stores requiring their assistance.

The students assigned to the jobs will be high school seniors who are specializing in business education. They will attend school part of the day, and will work in offices or stores 15 hours a week. In some communities the pupils will work one week and attend school the following week. In most places, however, they will attend school in the morning and work afternoons, evenings, and Saturdays.

The work performed by the students will be supervised by a representative of the school department, who will investigate the requests for assistance received from business and will assign qualified students to jobs.

During the next school year, it is planned to improve the part-time work experience program for the purpose of making it more valuable to the pupil, as well as increasing the efficiency of the workers from the viewpoint of the employer.

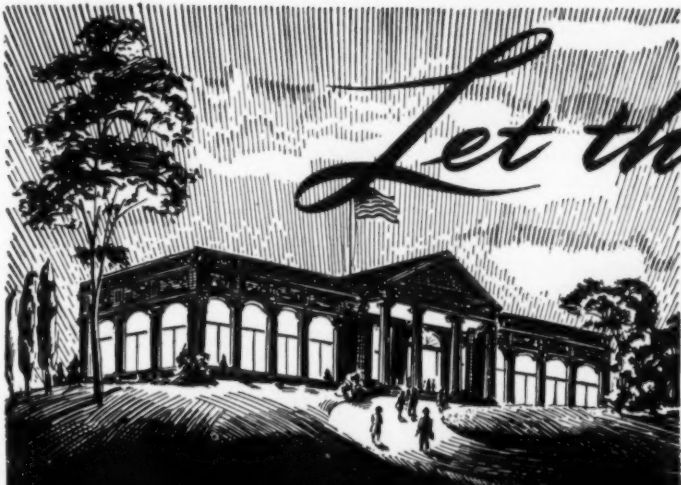
SCHOOL BROADCAST CONFERENCE

The role of radio in the classroom and at home and abroad in education after the war will be the main consideration of the seventh annual School Broadcast Conference, to be held in the Morrison Hotel, Chicago, Ill., on November 28, 29, and 30. At the conference outstanding speakers will appear on the program to demonstrate the use of the radio in both elementary and high schools. Emphasis will be placed on radio in national and international affairs.

As in past years, the committee will cite an individual for outstanding service in the field and the special award will be made at the annual conference banquet. Information may be obtained by writing to George Jennings, School Broadcast Conference, 228 N. LaSalle St., Chicago, Ill.

The
Confere
lems, h
June
number
as thes
educati
present
meeting
lized th
subjects
the gro
educati
tion of
four y
souther
lem of
mended
program
commu
aid fro
princip
accomp
of auth
public

1. A
within
states
Educat
2. T
deal d
educat
mental
3. T
consul
federal
decla
appro



Let there be Light...

GAYLORD BROS., Inc.

Est. 1896

Syracuse, N. Y.
Stockton, Calif.

ORIGINATORS AND MAKERS OF BETTER LIBRARY FURNITURE AND SUPPLIES

★ This war has thrown into relief one revealing difference between Democracy and Nazism—our foes lit bonfires with their books, while here the people are flocking to the libraries in ever increasing numbers.

★ Only enlightened men can be free—the light our libraries shed is veritably a beacon of freedom. And as they are helping us today to a clearer understanding of the ideologies in conflict, so they will continue to help earnest men and women everywhere when the time comes to fashion a just and enduring peace.

★ Gaylord Bros., Inc. are proud of the part they are allowed to play in equipping school and public libraries—and now camp, hospital and ship libraries—with much of the furniture and supplies indispensable to carry on their vital tasks.

SOUTHERN STATE EDUCATORS CONSIDER THEIR PROBLEMS

The Fourth Annual Southern States Work-Conference on School Administrative Problems, held at Daytona Beach, Fla., May 31-June 11, took a definite stand upon a number of pressing school problems, especially as these problems involved federal relations to education. The one hundred representatives present at the conference, through numerous meetings with its resolutions committee, crystallized the thinking of the Conference on various subjects. Particularly clear was the attitude of the group on the matter of federal relations to education, especially in the matter of administration of Lanham Act Funds for the schools. For four years the group, which represents the 14 southern states, has carefully studied the problem of federal relations. The Conference recommended that in the operation of educational programs for the benefit of the state or of local communities within the state involving financial aid from the Federal Government the following principles should be strictly observed in order to accomplish the desired purpose without conflict of authority, duplication of effort, or waste of public funds:

Principles for Federal Aid

1. All federal aid or grants for such programs within the states should be distributed to the states through the United States Office of Education.
2. The United States Office of Education should deal directly with the regularly constituted state educational authorities and not with local governmental agencies within the state.
3. The Federal Government should provide consultative services and determine whether the federal funds are being expended according to the declared purposes of the law establishing the appropriation but should not exercise any super-

vision or control over any school or state educational agency with respect to which any funds are expended pursuant to such law, nor should any term or condition of any agreement under such law relating to any contribution made to or on behalf of any school or state educational agency authorize any agency or officer of the United States to control the administration, personnel, curriculum, instruction, methods of instruction, or materials of instruction.

4. The management and control of such programs within the state should be definitely assigned to the regularly constituted state educational authorities, since control of education is a state responsibility.

Members of the Conference were outspoken in their criticism of the administration of the Lanham Act in so far as the public schools were concerned. The opinion of the Conference on this subject was formally expressed by adoption of the following resolution:

"We are highly appreciative of the interest the Congress has shown in the relief of schools in war areas by the enactment of the Lanham Act. However, experience with the administration of the Lanham Act during the past two years shows clearly that its purposes have not and cannot be achieved in so far as they relate to education unless the act is amended so as to:

Lanham Act Administration

"1. Assign definitely the responsibility for the determination of educational needs for school services and for school-plant facilities (critical materials used in building construction subject to regulations of the War Production Board) in war emergency areas, to state and local educational officials in cooperation with the United States Office of Education.

"2. Require that any federal funds provided under the Lanham Act for services to schools in war emergency areas be appropriated to the United States Office of Education and allocated on the basis of needs approved by the United

States Office of Education through state departments to local school boards.

"All representatives of state departments of education and state education associations of 14 southern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) participating in the fourth annual Southern States Work-Conference on School Administrative Problems urgently request, therefore, that the Lanham Act be so amended as to implement these recommendations."

Taking cognizance of the need of financial support for the public schools, especially in the southern states, the Conference adopted the following resolution regarding H. R. 2849:

"The schools of our country are in desperate circumstances due to the lack of adequate financial support. The situation is becoming more critical hour by hour. The educational leaders in 43 states representing 26 million school children earnestly petitioned the Congress last year to come to the relief of the schools by passing S. 1313. The Congress did not respond to this appeal. We are now another year closer to a major crisis in American life. While we are fighting to save our ideals we are neglecting the children. The educational leaders of every state in this Union are again asking that help be given, substantially and at once. The Southern States Work-Conference representing 14 southern states join the other leaders of the country urging that these needs be met by the immediate enactment of H. R. 2849."

The Conference protested vigorously against the duplication and wastage of public funds resulting from the creation of numerous federal agencies vested with educational functions.

School-Bus Transportation

Attention of the Conference was also centered upon the critical situation that prevails with respect to the availability of school-bus trans-

portation in the southern states, due to (1) lack of new vehicles, (2) scarcity of repair parts, and (3) lack of personnel for supervision of the school transportation conservation program. In this connection the Conference resolved:

"(1) That the Office of Defense Transportation be requested to explore the possibility of placing at the disposal of state departments of education funds necessary to secure professional and clerical help sufficient for the continuance of the program of conservation of school transportation equipment; (2) that the Office of Defense Transportation be requested to take steps to insure the availability of sufficient bus repair parts to keep school buses in operation; (3) that the Office of Defense Transportation be requested to increase in proportion to the increased need the number of school buses to be released for the purpose of transporting children to and from school."

Other resolutions of the Conference included:

1. Endorsement of the High School Victory Corps measure designed to improve the war service preinduction training of high school students during the emergency.

2. Opposition to H. J. R. 75 on the grounds that it conflicts with basic principles for which the Conference has stood for a period of years with respect to the duplication of effort and the meeting of educational needs through regularly constituted educational channels.

3. Endorsement of the War and Peace Fund Campaign of the N. E. A.

4. Endorsement, in principle, of the suggested program for secondary school credit for educational experience in military service as outlined by the Committee of the National Association of Secondary School Principals in cooperation with the United States Armed Forces Institute.

5. Suggestion that the Executive Committee of the Conference initiate plans for the continuation of the Conference in 1944 because of the

need for group planning and concentrated attack upon current and postwar problems which have educational implications.

RECENT FEDERAL SCHOOL LEGISLATION

Before its recent recess, Congress enacted a number of laws relating to education in the United States. From the summary, prepared by the United States Office of Education, the following titles have been abstracted:

Maternal and Child Welfare. A Labor-Federal Security Appropriation Act (public law 135) grants an appropriation of \$3,870,000 to the states for services for crippled children, and an additional \$1,510,000 for child welfare services. The latter, administered through the Children's Bureau, is intended to strengthen public welfare services for homeless or neglected children, and children in danger of becoming delinquent.

Colleges of Agriculture and Mechanic Arts. The United States Office of Education is given the sum of \$2,480,000 for the further endowment of colleges of agriculture and the mechanic arts, and \$20,800 for surveying library service in schools and colleges, and for fostering the coordination of public and school library services. The Office of Education will receive \$14,200,000 for the development of vocational education, and \$25,000,000 for the further education and training of defense workers in the engineering, science, management war-training program. The sum of \$90,000,000 is appropriated for vocational courses of less than college grade, and \$12,500,000 for vocational courses in rural war-production workers' training.

Visual Aids for War Training. The sum of \$2,000,000 is appropriated for visual aids for war training programs.

The NYA Program. The sum of \$1,500,000 is appropriated for winding up the affairs of NYA.

High School Students. The Selective Service Act is amended to defer until the end of the semester or of the academic year the induction of boys 18 or 19 years of age into the Army.

Nurses' Training. The training of nurses for the armed forces, health agencies, war industries, etc., is subsidized.

Vocational Rehabilitation. A law known as the Vocational Rehabilitation Act Amendments of 1943 makes money available for extended rehabilitation of former soldiers and warworkers.

School Lunches. An appropriation to the U. S. Department of Agriculture provides \$50,000,000 for school milk and school lunches.

The Lanham Act. An additional sum of \$200,000,000 has been appropriated for Lanham act purposes.

MADISON SCHOOLS IN EXCELLENT FINANCIAL CONDITION

The treasurer for the public schools of Madison, S. Dak., in his annual report for the year ending July 9, 1943, shows that during the past fiscal year, the bonded debt was reduced by \$15,000 from \$118,000 to \$103,000. At the end of the fiscal year, the general fund had a balance of \$28,000, as compared with \$19,000 a year ago. The sinking fund also had a balance of more than \$19,000. All bond issues are now on a serial basis. A total of \$7,400 has been taken from the sinking fund and invested in Series F war bonds of the Federal Government.

During the school year 1943-44, the salary range for regular teachers will be \$1,250 to \$1,600. For high school teachers, it will range from \$1,500 to \$2,400, and for teaching principals from \$1,975 to \$2,110.

The board has suspended for the duration of the war, its rules prohibiting the employment of married women, of not employing local teachers, and of requiring summer school attendance.

◀ M. M. CHAMBERS, formerly with the American Council on Education, Washington, D. C., and now captain in the U. S. Air Corps, has been transferred from Grand Rapids, Mich., to St. Louis, Mo.

◀ Miss Fern Hubbard has been appointed supervisor of distributive education classes in the public schools of Lincoln, Neb.



TIME tells!

1903 In 1903, when the century was new,
We modestly made our bow to you;
With no fuss whatever, ado or furore,
We hung out our sign above our door.

1913 The first hundred years are the hardest,
You've often heard it said,
Well, the first ten weren't too easy for us,
But we kept plugging right ahead.

1923 The war clouds dissembled, peace once more,
Prosperity came to most everyone's door,
We sailed right along with the rest of the crew,
Doing the best we knew how to do.

1933 Dark days for all, spirits all low,
What lay ahead? did anyone know?
But we steered our ship on an even keel,
With that faith and that hope true Americans feel.

1943 So here we are still, after all of these years,
Some of them perfect, some fraught with fears,
Still doing the best we know how to do—
And faring okay, many thanks to YOU!

Written expressly for MIDLAND LABORATORIES

By J. P. MULGREW
("Jasbo of Old Dubuque")

And so . . . "TIME tells!" . . . in quality of Product, quality of Service,
and in quality of our Appreciation for your continued patronage.

We want you to know that regardless of the ever-increasing demands made on
us by the Armed Forces, we will find a way to care for your needs as we have
in the forty years past.

1903 **1943**
MIDLAND LABORATORIES
GYMNASIUM FLOOR FINISH • SEALS • HAND SOAPS • DISINFECTANTS • DETERGENTS
Dubuque • Iowa

Professional Directory

A. C. Eachweiler, F. A. I. A. C. F. Eachweiler, A. I. A.
A. C. Eachweiler, Jr., A. I. A. T. L. Eachweiler, A. I. A.

ESCHWEILER and ESCHWEILER
ARCHITECTS

720 East Mason St., Milwaukee, Wisconsin

WM. B. ITTNER, INC.

Superior Architectural and
Engineering Service Rendered

408 Board of Education Building, St. Louis, Mo.

GILBERT A. JOHNSON

Architect for Rockford Board of Education 1921-1940

Designed School Buildings costing
\$3,500,000 in 1939-1940

Rockford, Illinois

McGUIRE & SHOOK

ARCHITECTS

Specialists in Design of Educational Buildings
Consulting Service to School Officials

INDIANAPOLIS, INDIANA

Perkins, Wheeler & Will

ARCHITECTS

Merchandise Mart, Room 2204 Chicago, Ill.

C. Godfrey Poggi

ARCHITECT

Elizabeth, New Jersey

JOHN A. SCRIBBINS

Architect

Specializing in Education Buildings

108½ N. Tremont St. Kewanee, Illinois

SCHERMERHORN TEACHERS' AGENCY Est. 1855
CHARLES W. MULFORD, Prop.

366 Fifth Ave., between 34th and 35th Sts., NEW YORK

Branch Office: 1836 Euclid Avenue, Cleveland, Ohio

A Superior Agency for Superior People
We Register Only Reliable Candidates

Services Free to School Officials

Member National Association of Teachers' Agencies

Personal News

DR. HAMON APPOINTED

Dr. Ray L. Hamon, of Nashville, Tenn., has recently been appointed senior specialist in school plant in the American School Systems Division of the U. S. Office of Education. The appointment fills the position of senior specialist on school-building problems formerly held by Alice Barrows.

Dr. Hamon is eminently fitted for the position since his training and experience have been in school administration with emphasis on the school plant. He holds an M.A. from George Peabody College for Teachers, and a Ph.D. from Columbia University.

Dr. Hamon has been a teacher, a supervising principal, and a director of school-building construction. Since 1930 he has been professor of school administration and director of the Interstate School Building Service at Peabody College. For the past two years he has been on leave from Peabody College while serving in the U. S. Office of Education in connection with the war-area schools receiving aid under the Lanham Act.

Dr. Hamon is a member of the Committee on School Plant Research of the American Council on Education, and for eight years served as secretary of the National Council on Schoolhouse Construction.

PERSONAL NEWS OF SUPERINTENDENTS

◀ M. A. ROWDON, of Blue River, Wis., has been elected superintendent of schools at Kiel, where he succeeds J. Paul Gnagey.

◀ JOSEPH L. BOWES, Adams, Neb., has been elected superintendent of schools at Franklin, Neb.

◀ ALBERT W. RUGGIE is now supervising principal of schools at Kulpmont, Pa. He succeeds the former principal, Joseph A. Shovlin, who retired after 27 years of service.

◀ GAYLORD M. SPEAKER has been elected superintendent of schools at River Rouge, Mich. He succeeds Alexander McDonald who retired after 34 years of service.

◀ LEWIS A. PRINGLE, formerly superintendent of schools at West Harvey, Ill., has accepted the principalship of the Washington School in Harvey. Mr. ELMER G. KICH will succeed Mr. Pringle at West Harvey.

◀ IRVIN E. ROSA has assumed his duties as superintendent of schools at Davenport, Iowa.

◀ DR. PAUL T. RANKIN has been elected to the newly created position of assistant superintendent of schools at Detroit, Mich. He will be in charge of research, educational planning, and information service.

◀ WALTER E. O'LEARY has been appointed Director of Attendance for the New York City schools, with a salary of \$12,500 per year. Mr. O'Leary succeeds George H. Chatfield who retired last May in order to become a member of the board of education.

Mr. O'Leary, a native New Yorker, received his education at St. James Parochial School, Manhattan College Preparatory School, Fordham University School of Law, and Fordham University Graduate School of Social Service.

He became a district supervising attendance officer in 1920, and in 1928 was made chief attendance officer. He became assistant director in 1936.

◀ JOHN F. CONROY, formerly principal of the Junior High School 118, in the Borough of Bronx, New York City, has been elected assistant superintendent of schools. Mr. Conroy succeeds Miss Anna A. Short, who retired on September 1.

Mr. Conroy is a graduate of City College, with a B.S. degree, and holds an A.M. degree from Teachers College. He has been a member of the New York City schools faculty since 1914. He was principal of Junior High School 57, the Bronx, in 1939, and in 1940 was named principal of Junior High School 118, the Bronx. From 1936 to 1940 he was technical supervisor on WPA educational projects.

◀ MAURICE E. STAPLEY, of Columbus, Ind., has taken over the duties of superintendent of schools at Greencastle. He succeeds Paul Boston, who has gone to LaPorte.

◀ ORVILLE PUCKETT has assumed his duties as superintendent of schools at Princeton, Ind., where he succeeds G. E. Derbyshire.

◀ SUPT. G. E. DENMAN, of Green Bay, Wis., has been re-elected, at an annual salary of \$6,500 per year.

◀ MELVIN L. ABRAHAMSON, of Gandy, Neb., has succeeded C. L. Gangwish as superintendent of schools at Clarks.

◀ L. W. BARTELS, formerly superintendent of schools at Vanduser, Mo., has accepted a position in the State Department of Public Schools at Jefferson City. LLOYD FORD, formerly at Piedmont, Mo., has succeeded Mr. Bartels at Vanduser.

◀ SUPT. KENNETH MCFARLAND, of Topeka, Kans., has been given a new two-year contract by the board of education.

How you can get more heat with less fuel

In normal times fuel conservation is figured in dollars saved. But not so now. This is war . . . Today Uncle Sam allots to building owners in rationed areas a certain amount of fuel—and it's up to him to get along as best he can within that ration. Seven out of ten large buildings in America (many less than ten years old) can get up to 33 per cent more heat out of the fuel consumed!

We didn't pick that figure out of the air. We've got the facts to back it. Webster Engineers surveyed thousands of buildings to give owners an accurate estimate of the extra-heat-per-unit-of-fuel to be achieved with a Webster Heating Modernization Program.

Take the first step now toward getting more heat out of your fuel ration next winter. Write today for "Performance Facts," a free booklet containing case studies of 268 modern steam heating installations—"before-and-after" facts as told by the building owners themselves.

WARREN WEBSTER & CO., Camden, N. J.
Pioneers of the Vacuum System of Steam Heating
Representatives in principal Cities : Est. 1888



Shown above is the small Control Cabinet of a Webster EH-10 Moderator System, central heat control of the pulsating flow type. It can be used to automatically operate a motorized valve in steam mains, or directly control burner or stoker of your boiler.



Webster
Steam Heating



Longer Life for
Textbooks at a
low average cost
Per book, per pupil, per
year makes the Use of
HOLDEN BOOK COVERS

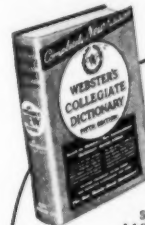
Necessary where books are
furnished free.

HOLDEN PATENT BOOK COVER CO.

MILES C. HOLDEN, President

Springfield, Mass.

Two Indispensable Books for desk and classroom use

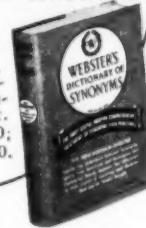


WEBSTER'S COLLEGIATE DICTIONARY-5th Ed.

The best handy-sized dictionary because it contains all the words most commonly used in speaking, reading, and writing. 110,000 entries; 1,300 pages; 1,800 illustrations. \$3.50-\$8.75.

WEBSTER'S DICTIONARY OF SYNONYMS

A new book, on a new plan, designed to help the student use the right word in the right place. Contains antonyms, and analogous and contrasted words. 908 pages; alphabetical arrangement. Thumb indexed, \$4.00; without index, \$3.50.



Both books have been prepared by the same editorial staff that made WEBSTER'S NEW INTERNATIONAL DICTIONARY, Second Edition, "The Supreme Authority" for classroom and library use. Write for descriptive circulars.

G. & C. MERRIAM CO., Springfield, Mass.

THE WISCONSIN TEACHERS' RETIREMENT FUND

A study of the taxes levied for the Wisconsin Teachers' Retirement Fund between the years 1922 and 1943 provides an interesting picture of a difficult tax situation.

Beginning in 1922, the state of Wisconsin began levying a surtax on all incomes for the purpose of meeting the cost of the teachers' old age pensions. Under the law, the state must match the sums paid into the State Teachers' Retirement Fund by the teachers themselves.

The taxes when first levied met the requirements, but for a long period of years—from 1932 to 1941, the fund accumulated a huge deficit. In 1942 the taxes again exceeded the requirements, and in 1943 the year's surplus went to \$2,389,077.

For the 21-year period, however, the surtax collections are still short by \$2,292,819, all of which has been supplied by the state from other sources of income. The state can readily make good its obligations during years when the income of the people is high, but as soon as there is a falling off of business so that incomes are reduced, the State Teachers' Retirement Fund suffers.

PROGRESS OF THE SOUTH EUCLID SCHOOLS

The public schools of South Euclid, Ohio, under the direction of William B. Edwards, superintendent of schools, have effected a revision of the course of study of the six upper grades. The program in grades seven and eight has been revised to include participation by all students in art, vocal music, shop, home economics, and science.

The business education field has been improved with the addition of business information and mathematics at the ninth-grade level, retail selling in grade ten, bookkeeping in grade eleven, and office practice and filing in grade twelve.

A course in global geography has been introduced in the tenth grade, while functional science is required for all students in the eleventh and

twelfth grades who do not elect chemistry or physics.

Special preinduction courses are being offered to all senior high school boys as an elective. During the summer, tuition free summer courses, as well as preinduction courses will be offered to boys in the junior class who will be inducted before they are graduated.

SCHOOL SALES OF WAR SAVINGS STAMPS AND BONDS

The education section of the War Finance Division of the Federal Government has issued a report showing the school sales of war stamps and bonds for the school year 1942-43.

In a list of 21 cities reporting sales, Chicago leads with \$17,230,510; Philadelphia is second, with \$9,046,406; Cleveland is third, with \$3,643,000. Sixteen states have reported sales to date, amounting to a total of \$140,454,075. Of these, Texas leads, with sales amounting to \$30,000,000. New Jersey is second, with \$27,050,760, and Illinois is third, with \$21,019,877.

NEWS OF OFFICIALS

◀DON HAMMITT has been re-elected president of the school board at Portland, Ind.

◀The school board at North Manchester, Ind., has reorganized with A. I. URSCHER as president; T. M. WETZEL as treasurer; and Dr. R. W. ROTH as secretary.

◀The school board at Crawfordsville, Ind., has elected GEORGE D. MANSON as president; F. RIDER FREEMAN as secretary; and H. S. HESLER as treasurer.

◀CARLTON W. STUEBS has been elected business agent and secretary of the school board at Oshkosh, Wis.

◀Dr. FRANK PHILLIPS, president of the school board of Orrville, Ohio, is completing his eighth year as a member and his second year as president.

◀JOHN GUDDALL, who had been a member of the school board at Sedro-Woolley, Wash., for 22 years, died of a heart attack on August 2. He was largely responsible for the construction of the new Central Grade School and gymnasium.

◀Dr. CLARK L. BARROW has taken up his duties as superintendent of the parish schools at Baton Rouge, La. He succeeds C. B. Turner.

◀MALCOLM B. ROGERS has taken up his duties as superintendent of schools at Spencer, Mich.

◀The school board at Waseca, Minn., has elected F. T. GALLAGHER as president, and W. C. MANTHEY as clerk.

◀F. M. ROOTES has been elected secretary of the school board at Fulton, Mo.

◀E. G. BEARDMORE has resigned as secretary of the school board at Oshkosh, Wis., after a service of half a century. He first became identified with the school system in 1893.

◀DANIEL C. LENCIONI has been elected president of the school board at Kenosha, Wis.

◀The school board at Saginaw, Mich., has reorganized with the re-election of HARRY P. BAKER as president; FRANK E. BASTIN as vice-president; CHARLES A. F. DALL as secretary; and L. A. HENNING as treasurer.

◀The board of education at New London, Wis., has reorganized with the election of Dr. C. E. HAMMERBERG as president. Dr. GEORGE POLZIN has been elected as a new member, to replace Miss Alice Mulroy.

◀SUPT. G. E. DENMAN, of Green Bay, Wis., has been re-elected for a new three-year term, at an annual salary of \$6,500.

◀MAURICE E. STAPLEY, of Columbus, Ind., has been elected superintendent of schools at Greencastle.

◀FRED BEEUWKE has been re-elected as president of the school board at Holland, Mich.

◀Dr. LOUIS P. GROOS has been elected president of the school board at Escanaba, Mich.

◀HOWARD EARL has been elected a member of the school board at Anderson, Ind., to succeed Robert Brown.

◀The school board of Adrian, Mich., has re-elected S. A. KING as president, and WILLIAM M. SHEPHERD as secretary.

◀LAWRENCE A. REEDQUIST has been elected as a new member of the board of education at Ottumwa, Iowa. He succeeds Ernest Manns, who has resigned after 15 years of service on the board.

MR. FRANK VOGLTANCE RETIRES

Thirty-five years is a good-sized fraction of any man's life. Thirty-five years of distinguished service in the office of county superintendent of Colfax County, Neb., is almost unprecedented. This is the splendid record of achievement of Mr. Frank J. Vogltance, who has recently retired as county superintendent.

IF THE THOUSANDS OF
Holmes
 PROJECTORS
 in service all over the World
 could be lined up for inspection—

like the MARINES, they would show signs of service, but inwardly be ready for immediate action to show the boys, wherever they may be, scenes of the Land of Freedom and Freedom's mode of life for which they are fighting.

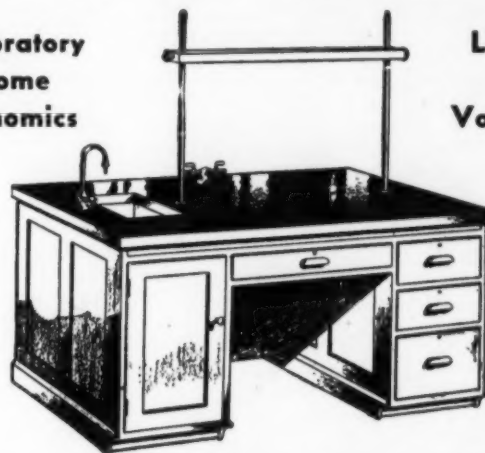
The HOLMES PROJECTOR COMPANY, operating 400% over 1941 production, is giving Government requirements the entire output for the war's duration. We will of course do our utmost to service and supply the many customers and dealers with parts to keep their Holmes 16mm or 35mm Sound-on-Film Projectors in first-class running order for civilian use.

HOLMES PROJECTOR COMPANY
 1812 ORCHARD STREET CHICAGO

Recognized by School Boards
 for **QUALITY**
 for more than half a century!

Laboratory
 Home
 Economics

Library
 and
 Vocational



Because of its outstanding excellence Peterson Laboratory Furniture has long been the universal favorite of school management everywhere. Experience has taught them that, because of the extraordinary service afforded by Peterson furniture over a long stretch of years, it is the most economical furniture available. Peterson representatives are always at your service in the planning of new science rooms, or the remodeling of old ones. There is no charge for this service. Tell them your needs and they will gladly give you the benefit of their counsel.

LEONARD PETERSON & CO., Inc.
 1222-34 FULLERTON AVE. CHICAGO, U. S. A.

**FACULTY MEETINGS IN SMALL
 HIGH SCHOOLS**

(Concluded from page 47)

ing the whole problem of how children learn. Of course no staff can find the answer because research is uncovering something new every day, but if a teaching staff will bend its energies in individual study, in committee meetings and in general staff meetings, toward the formulation of their own understanding of "how children learn," teacher growth will ensue, and many of the problems listed under the headings of pupil problems, guidance, and grades will be solved. The first requirement of an effective teacher is to know enough about the learning process so that he is able to square his own actions with his understanding of the process.

YOU'RE A MEMBER, MR. JANITOR

(Concluded from page 46)

well unless they know a great deal about them.

Have you ever realized how much you know about the children in school, that your principal and teachers don't know? To a certain extent, the members of the faculty are outsiders. They are liked; they may even be very popular; yet they aren't generally accepted completely as members of the community.

But you—you're a full-fledged member of the community. You've lived there all your life. You've known the school-children's

parents and maybe their grandparents. You know things about the homes and the lives of pupils which a guidance worker would have to work long and hard to learn.

Do you think that isn't important? Listen! Do you know how many times teachers and other guidance workers make mistakes in handling a child simply because they don't know enough about him? Little Sammy comes to school acting sullen and insulting; before the day is over, he is punished severely, and the next day he is a little worse. But if the teacher knew—what you know—that his father made a drunken spectacle for the entire neighborhood the night before, and he is hurt and humiliated and only "putting on" to cover his real feelings, don't you think she could handle the case much better?

John, a junior in high school, says he wants to be a doctor. His advisers are a little doubtful of his ever having a chance to go to school that long. But John says his father will be glad to send him to school. The guidance worker's advice would be a little more sound if he knew—as you do—that John's father's farm is mortgaged to the limit, and John can't expect a bit of help in going to college.

And so it goes. You are perhaps the one person on the whole school staff who knows all those little but significant details about the pupil's home life. You could be a trustworthy source of information about the child's home life, about the financial status of his family, about their religious convictions,

and their ways of thinking, about the little difficulties that arise between families—the possibilities are too numerous to mention. If you will think the matter through carefully, you can find many a chance to drop a little hint that may result in changing a child's whole life.

Yes, you're a member, Mr. Janitor—an educator and a guidance worker. While you are sweeping floors and mowing the lawn, you are a part of the background in front of which children are developing into men and women.

And that is all an educator ever is.

NEWS OF SCHOOL OFFICIALS

◀ The school board of Racine, Wis., has reorganized with LOUIS G. HENRIKSEN as president, and JACK M. HUMBLE as vice-president, MISS ELIZABETH A. HOOD took her place as a new member of the board.

◀ DANIEL C. LENCIONI has been elected president of the school board at Kenosha, Wis.

◀ The school board at Appleton, Wis., has reorganized with GEORGE F. HANNAGAN as president, A. D. WILKINSON as vice-president, and MYRA HAGEN as secretary.

◀ The school board at Janesville, Wis., has elected Mrs. FLORENCE AUSTIN as president, JOHN GROSS as vice-president, and VERNON E. KLONTZ as secretary.

◀ HENRY G. ROSENOW has been re-elected as president of the school board at Fond du Lac, Wis.

◀ L. C. FOX has been re-elected as president of the school board at Bay City, Mich.

◀ DR. C. A. LUND has been re-elected president of the school board at Muskegon Heights, Mich.

◀ The school board at Tulsa, Okla., has reorganized with J. A. WHITLOW as president, C. D. THOMAS as vice-president, Mrs. PHILLIS EDMONDS as clerk, and BEATRICE RAY as treasurer.

◀ The school board at Barnesville, Minn., has elected DR. G. R. METCALF as president, DR. A. CYR as clerk, and L. J. HANSON as treasurer.

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

TRAINING-FILM CIRCULAR

Information about two apprentice-training films "The Metal Working Lathe," and "Plain Turning," is now obtainable in a four-color circular, No. 8-A. The films are supplied on a free loan basis to war plants and school shops for training lathe operators. The 16mm. sound films, in full color, are based upon the book, "How to Run a Lathe." They show what a lathe is for, how it operates, the principal lathe operations, and the application of these operations on a representative job.

South Bend Lathe Works, South Bend, Ind.

For brief reference use ASBJ-910.

PROJECTION SCREENS

A line of projection screens designed to supply all civilian, educational, and visual training needs, made of noncritical materials, is announced by Radiant, Chicago.

While the major production is going to the armed forces, portable, table, wall, and ceiling screens in a variety of sizes, all with the famous Radiant "Hy-Flect" glass-beaded screen surface, will be available for immediate delivery. Many



New Radiant Hy-Flect School Projection Screen

outstanding features have again been incorporated. All new models may be had without priorities. Sizes include 22 by 30 inches to 16 by 16 feet.

Radiant Manufacturing Company, 1140 West Superior Street, Chicago, Ill.

For brief reference use ASBJ-911.

ACTIVITIES RECORD BOOK

A copyrighted record book now in use in several school systems simplifies an important detail of administration for many officials, sponsors, and student treasurers handling school funds.

In a serviceable standard binder are forms for purchase orders, checks, tax reports of ticket sales, record of school activities fund, records for classes, organizations, and ledger sheets. Refills at end of the year may be had when the current record is transferred.

With each record book an instruction sheet is provided, giving concise directions for the handling of funds and the use of the record book.

Handee Book Co., Spencer, Ind.

For brief reference use ASBJ-912.

AUDIO-VISUAL EDUCATION

Persons interested in the use of motion pictures in the drive for victory and the part pictures will play in the postwar era should have a copy of Volume XV, No. 1, of DeVry "Movie News." All 12 pages are packed with interesting pictures, comments, and data pertinent to audio-visual education. Also available is the 56-page current catalog listing 16mm. educational and recreational films. Important subjects in the

timely selections cover history, geography, nature study, the sciences, literature, music, health, safety, vocational training, and current events.

DeVry Films and Laboratories, 1111 Armitage Ave., Chicago, Ill.

For brief reference use ASBJ-913.

ELECTRONICS AT WORK

The fundamental principles of the six basic ways in which electronic tubes function are explained in a new 36-page booklet. Schematic drawings of the tube construction and diagrams showing the typical circuits are used to explain how electronic tubes rectify, amplify, generate, control, transform light into current and current into light. Industrial and military applications for each of the six basic functions are described and illustrated in this booklet "The ABC of Electronics at Work." High frequency heating, dynametric balancing, resistance welding control, radio and radio-telephony, television, Precipitron, industrial and medical X ray are a few of the electronic devices included.

A copy of booklet B-3260 may be secured from Department 7 N 20, Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa.

For brief reference use ASBJ-914.

PROJECTORS FOR TRAINING COURSES

The War Production Board has released a limited quantity of the model DD Tri-Purpose Projectors to schools giving preinduction training courses. The model DD shows both simple and double frame slide films and 2 by 2-inch miniature slides in black and white or Kodachrome. It is a tripurpose projector of quality, equipped with 150 watt lamp, anastigmat lens, SVE rewind take-up, and is especially suited for use in classrooms and small auditoriums.

If prompt delivery is desired, schools should submit orders with priority ratings. The automatic rating procedure under CDP Regulation 5A may be used on orders for less than \$100 worth of equipment. Orders must be accompanied by a certificate stating that the school has preinduction training courses.

Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Ill.

For brief reference use ASBJ-915.

NOISE DEMONS

Greater efficiency through the elimination of various noises is described in current circular matter of the manufacturers of "Cushiontone Ceilings." Eight salient features are pointed out and graphically illustrated.

Armstrong Cork Company, Building Materials Division, Lancaster, Pa.

For brief reference use ASBJ-916.

SCHOOL OF THE AIR

Announcements for Columbia network's "American School of the Air" are now ready for the 1943-44 season beginning October 11. Specific programs for 130 broadcasts are given, including science, world geography, music appreciation, literature, and current events.

Full details of the five-day-a-week series are outlined in the "Teacher's Manual and Classroom Guide" now available. These manuals, used by 180,000 teachers in the past season, are distributed to instructors by CBS stations in the United States and the Canadian Broadcasting Corporation of Canada.

The program, formerly titled "School of the Air of America," has been redesignated by the U. S. Office of War Information as official channel through which news information and instruction for civilian activities will be conveyed to children and young people, teachers, and parents.

The National Education Association continues to endorse the programs. "American School of the Air" is presented as a public service by the CBS Education Department of which Lyman Bryson is director.

The Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.

For brief reference use ASBJ-917.

NEW CATALOG

Bradley's new catalog No. 4308 is now ready for distribution. This 16-page booklet contains illustrations and information regarding new Bradley wash fountains, multistall showers, and drinking fountains, all redesigned to save vital war materials. Specifications and washroom planning suggestions are included.

Bradley Washfountain Co., Milwaukee, Wis.

For brief reference use ASBJ-918.

ARMY-NAVY "E" AWARDS

Heywood-Wakefield Company, Gardner, Mass., founded 117 years ago, has been honored by the Army-Navy "E" Award for achievement and outstanding contribution to the war effort. Five hundred and thirty-one employees were in the armed service at the time of presentation.

Brig. Gen. Burton O. Lewis and Rear Admiral Wat T. Cluverius officiated at the ceremonies. The acceptance was made by Richard N. Greenwood, president of the company.

Seth Heywood, in 1826, set up a chair factory on his farm and from this nucleus the Heywood-Wakefield Co. has grown into a nationwide insti-



Rear Admiral Cluverius presents a bouquet to Mrs. Elizabeth Carroll, Heywood-Wakefield employee for 52 years, and one of the group selected to receive their "E" pins on the speakers' platform, July 21, 1943.

tution. This is the fifth war through which the company has passed and as in former conflicts "Heywood has gone to war" turning out bunks, drum cartridges, ship fenders, bomb nose fuses, ambulance litters, incendiary bomb boxes, various kinds of projectiles, and cargo truck bodies.

Script and Manuscript Lettering

Occasionally, old-timers express the regretful opinion that good writing and hand lettering are becoming a lost art. They speak wistfully of days when every child could write a beautiful Spencerian hand, and when ability to do "copperplate" penmanship meant success as a bookkeeper or businessman.

A book like "Script and Manuscript Lettering" belies the opinion that fine lettering in script and manuscript has become a lost art. Even the finest Spencerian writer would be awed at the collection of fine alphabets, presented by Messrs. Charles Bluemlein, Bert Cholet, and Dorothy Sara, and published in attractive pamphlet form by the Higgins Ink Company, Brooklyn, N. Y.

A commercial publisher would be obliged to charge twice the price of fifty cents asked by the Higgins Company. The book is one which belongs in every secondary school.

After the Meeting

AMERICAN INGENUITY

Differences in English and American customs and language led to endless humorous difficulties as American soldiers in England have learned. This fact brings to mind the experience of an American exchange teacher who wanted to decorate her classroom at Christmas as she had done at home.

When she made holly wreaths the headmaster objected. Holly is only used at funerals. And a Christmas tree? Who ever thought of bringing into a schoolroom a small fir or spruce?

But the American teacher was not stumped. She had her class work out a project in Christmas customs of foreign lands. Among the objects displayed was a holly wreath and a small fir tree decorated as is the American custom.

No Explanation

The professor was one day walking down the road when he chanced to see a farmer standing at the edge of a field.

"Tell me," said the professor, "do you believe in things that you don't understand?"

"Certainly I do. Don't you?" was the reply.

"Not at all. No intelligent person believes in anything that can't be explained by his reason."

The farmer ruminated over this for a moment, then he said: "Do you see that cow, sheep, and hen there in the field?"

"Why, yes, what about them?"

"Well, why is it that though they all feed from the same field, hair comes up on the cow, wool on the sheep, and feathers on the chicken?"

The professor continued his walk a little nonplused.

Tough Material

A group of professional men had gathered in the lobby of a hotel. They proceeded to make themselves known to each other.

"My name is Fortesque," one said, extending his hand, "I'm a painter; I work chiefly in water colors."

"Indeed," chimed in another, "I'm an artist too; I work in bronze."

"Well, this is fine," a third broke in, "I'm a sculptor; I work in stone."

Then a little bespectacled fellow who had been inclined to keep apart stepped up, with a dry smile.

"Glad to make the acquaintance of you gentlemen, for I have a common interest with you. I'm a college professor; I work in ivory."

Why Not Talk School?



"I GET AWFULLY TIRED HEARING YOU TWO TALK SHOP EVERY MEAL."

PERSONAL NEWS

◀ E. J. REYNOLDS, of Sweet Springs, Mo., has accepted a position as dean of the junior college at Moberly.

◀ W. R. POGUZ, of Morris, Minn., has accepted the superintendency at Stronghurst, Ill.

◀ W. P. MORTON, of Pulaski, Tenn., has been elected superintendent of schools at Franklinton.

◀ A. R. WETZEL, of Toulon, Ill., has taken the superintendency at Carrollton.

◀ BERTRAND L. SMITH, of Quincy, Ill., has been elected assistant superintendent of schools at Alton.

◀ D. B. HOFFMAN, a former superintendent of East Moline, Ill., died at his home, on August 5. He was elected superintendent in 1906 and retired in 1940.

◀ ELLIS BRANT is the new superintendent of schools at Robinson, Ill.

COMING CONVENTIONS

September 1-2. Alabama Secondary School Principals' Association at Montgomery. W. L. Spencer, Montgomery, secretary.

September 23-25. California School Trustees Association, at Fresno. Mrs. I. E. Porter, Bakersfield, secretary.

October 2. New York State Teachers' Association (central zone), at Utica. Agnes M. Bennett, Frankfort, secretary.

October 12. New York State Teachers' Association (eastern zone), at Albany. Hilda E. Proper, Scotia, secretary.

October 8. Missouri Central Teachers' Association, at Warrensburg. Fred W. Urban, Warrensburg, secretary.

October 21-22. Indiana Teachers' Association, at Indianapolis. R. H. Wyatt, Indianapolis, secretary.

October 21-23. Western Pennsylvania Education Conference, at Pittsburgh University, Pittsburgh, Pa.

October 22-23. New York State Association of District Superintendents, at Syracuse. Mrs. M. C. McWhorter, Pine City, secretary.

October 22-23. Maryland Teachers' Association, at Baltimore. Walter H. Davis, Havre de Grace, secretary.

October 24-26. New York State School Board Association, at Syracuse. W. A. Clifford, Mount Vernon, secretary.

October 12-14. American Public Health Association, at Pennsylvania Hotel, New York, N. Y.

ADVERTISERS' INDEX

American Crayon Company	66	Monroe Calculating Mach. Co., Inc.	58
American Photocopy Equipment Co.	68	Murdock Mfg. & Supply Co.	76
American Seating Company	2	National School Service Institute	80
Armstrong Cork Company	63	Nesbitt, Inc., John J.	12
Automatic Pencil Sharpener Co.	6	Nystrom & Company, A. J.	70
Bausch & Lomb Optical Company	69	Page Fence Association	4
Beckley-Cardy Company	75	Peabody Company, The	75
Bell and Howell	67	Peterson & Co., Leonard	77
Blodgett Co., Inc., The G. S.	10	Pittsburgh-Des Moines Steel Co.	2nd cover
Bruce Publishing Company	3rd cover	Premier Engraving Company	76
Colgate-Palmolive-Peet Company	53	Professional Directory	73
Crane Company	11	RCA Victor Div. Radio Corporation of America	65
Detroit Steel Products Company	54	Regalia Manufacturing Company	76
DeVry Corporation	64	Royal Metal Mfg. Company	14
Dick Company, A. B.	3	Rundle-Spence Mfg. Company	4
Ditto, Incorporated	59	Schermerhorn Teachers Agency	73
Eberhard Faber Pencil Company	60	Sheldon & Company, E. H.	55
Erpi Classroom Films	75	Skilsaw, Inc.	6
Gaylord Bros., Inc.	71	Sloan Valve Company	1
Goodyear Tire & Rubber Company	5	South Bend Lathe Works	7
Hamilton Manufacturing Company	61	Taylor Company, Halsey W.	10
Hillyard Company, The	4th cover	Tucker, Duck & Rubber Co.	10
Holden Patent Book Cover Co.	74	Underwood Elliott Fisher Co.	57
Holmes Projector Company	77	U. S. Government 3rd War Loan	8
Hunt Pen Co., C. Howard	2	Vallen, Inc.	76
Huntington Laboratories, Inc.	62	Vaporate Co., Inc.	75
Johnson Service Company	9	Walrus Mfg. Company	76
Kewaunee Mfg. Company	2	Warren Webster & Co., Inc.	73
Merriam Company, G. & C.	74	Weber Costello Company	56
Metal School Equipment Co.	76	Westinghouse Elec. & Mfg. Co.	51
Midland Chemical Lab., Inc.	72	Wood Conversion Company	4

The "Know How"

The greatest war machine and war production in history has been built up in America in the great American way. That American way has been made by two qualities of American life — the "Know How" and "Tools".

The great problem of finding the men in industry who possessed the "Know How" and giving them the job of mobilizing the resources, both natural and productive, was accomplished quickly. America had many "Know How" men who were the products of our educational system plus industrial experience.

The other great problem was the "tooling" of industry. This was accomplished by the excellence of our "tools" of manufacture.

The "tools" were put in the hands of the "Know How" men — look at the result.

So in schools, the educational products are dependent upon the same two elements. Teachers have the "Know How". Give them the proper school "tools" and the results will be the same in school as in war. **EXCELLENCE!**



NATIONAL SCHOOL SERVICE INSTITUTE

Shop 307, Palmer House

CHICAGO, ILLINOIS